

CAREER & TECHNOLOGY STUDIES

FOODS

GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1994
(SEPTEMBER 1994 – SEPTEMBER 1997)
INCLUDES 1996 UPDATES

Alberta
EDUCATION

CURRICULUM STANDARDS BRANCH

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This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓



Program/Level: Career and Technology Studies/Secondary

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SUMMARY OF CHANGES

This June 1996 version of the *Guide to Standards and Implementation* differs from the June 1995 version as follows:

Section A	No change
Section B	Updated Scope & Sequence
Section C	Minor edits to Planning for Instruction
Sections D, E, F	All conditions and criteria have been revised to include references to assessment tools and standards <i>with some modifications to specific learner expectations</i>
Section G	Assessment tools have been revised and expanded
Section H	Information on linkages and transitions have been updated and reorganized
Section I	Resource lists have been updated to include new resource approvals
Section J	Sample student learner guides have minor revisions, particularly to "HOW will your mark be determined?" and "WHICH resources may you use?"
Section K	Acknowledgments are not included in this version

In May 1997, the Guides to Standards and Implementation will be revised again in preparation for provincial implementation in September 1997.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

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CAREER AND TECHNOLOGY STUDIES

PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased

responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

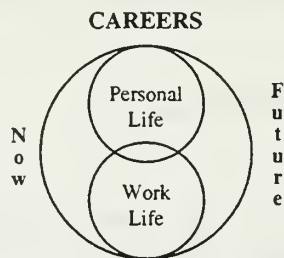
These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

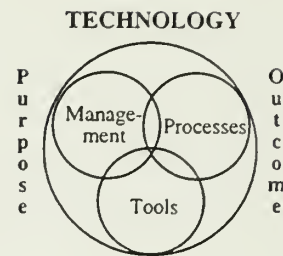
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
 - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
 - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
 - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
 - demonstrating flexibility and cooperative work and communication behaviors (working with others)
 - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
 - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	23
3. Communication Technology	32
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	27
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	21
20. Mechanics	53
21. Tourism Studies	24
22. Wildlife	17

Note: As of September 1996, all 22 strands are available for optional implementation in Alberta junior and high schools. Provincial implementation of all strands is scheduled for September 1997.

LEVELS OF ACHIEVEMENT

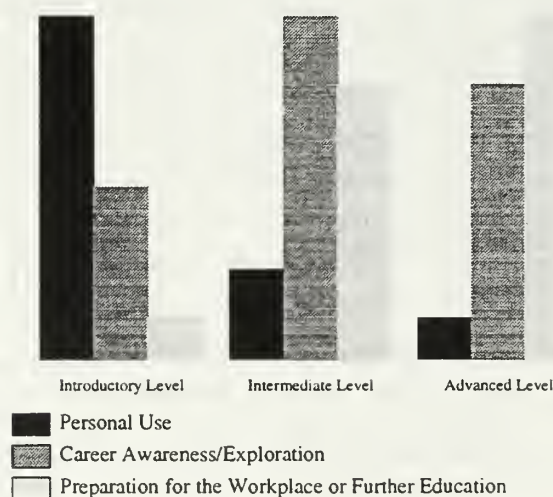
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

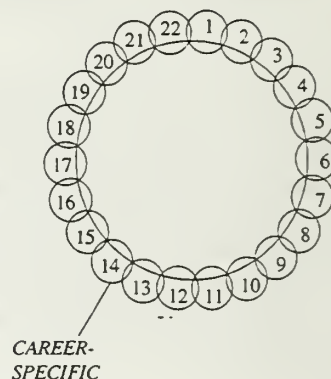


TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.

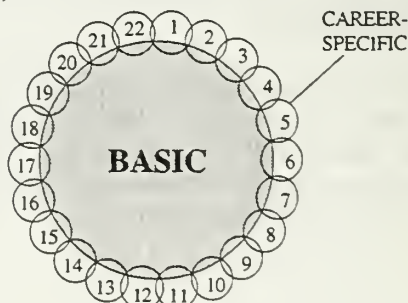
Basic Competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



Career-specific Competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 22 strands of CTS (numbers refer to the chart on page A.5):



CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

ASSESSMENT STANDARDS

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Foods strand in the Career and Technology Studies program.

FOODS

STRAND RATIONALE

Food is one of our most basic personal needs. In addition, foods play a major role in our family, community and careers. In a constantly changing society, our foods needs will be met in increasingly varied ways.

Aside from its essential role in nutrition, food plays a very important role in the provincial and national economies. In Alberta, the agriculture and food industry, which provides quality food for people in the province and around the world, is a major force in the economy. One of every three jobs in Alberta is related to the agriculture and food industry.

An important part of the food industry in Canada is the food services industry, which employs over 600,000 people; this number is expected to rise to almost 800,000 by the year 2000. Occupations in this industry vary widely, as do educational or training requirements. The industry relies on a plentiful supply of young people to meet its staffing needs. Nearly 50 per cent of all individuals working in all food and beverage preparation and related occupations are between the ages of 15 to 24 years. About 30 per cent of the adult population in Canada has spent at least some time working in the food services industry.

By developing basic, integrating and career-specific knowledge, skills and attitudes in the context of foods, students will have the ability to adapt to the challenges of change with increased flexibility and confidence. The Foods strand, using the student-centered process approach, combines thinking processes and concrete experience in as realistic an

environment as possible, whether that be in the context of the individual, family or the workplace.

Within the philosophy of Career and Technology Studies, students in Foods *will*:

- develop an interest in the broad base of food in such a way that they are motivated to continue practising and learning about foods
- develop an awareness of the nutritional importance of food and its role in physical maintenance and wellness
- develop basic knowledge, skills and attitudes through the preparation of a variety of foods in order to lead richer and more fulfilled lives or to enter the food service industry with increased confidence and success
- practise safe and sanitary food handling and realize the consequences of failing to do so
- foster an understanding and knowledge of the multicultural richness and varied social customs in the preparation and the sharing of food
- develop management skills in the selection, preparation and service of food, and assess the impact these decisions might have on the global community.

STRAND ORGANIZATION

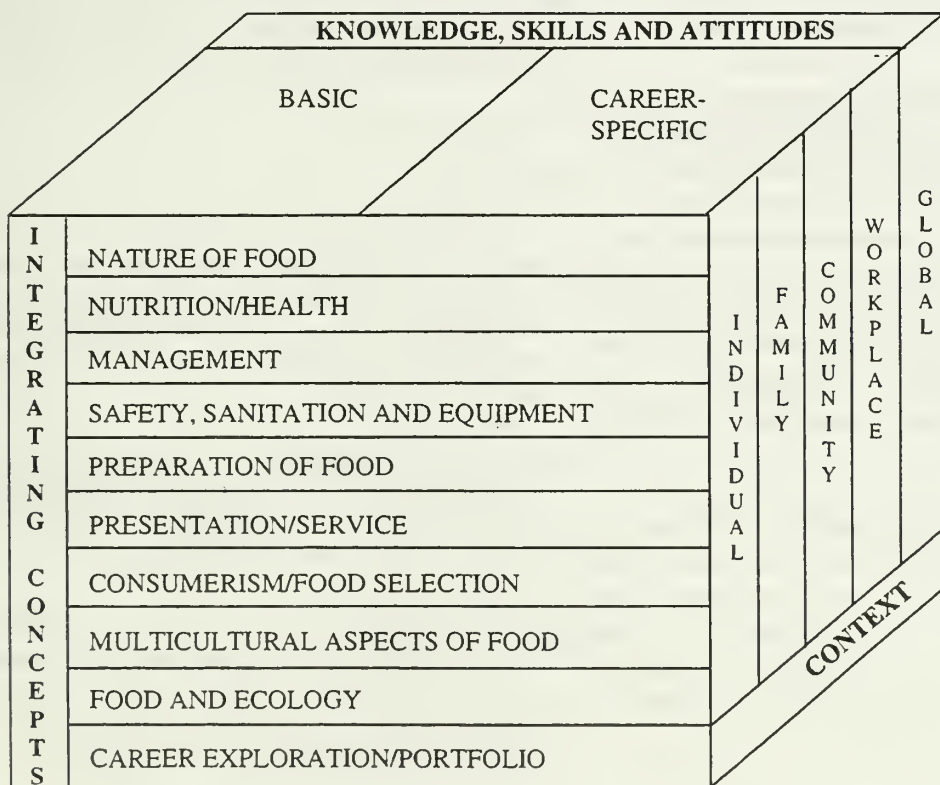
The Foods curriculum development model, below, illustrates the integration of program dimensions. The front face of the cube shows the concepts that are integrated throughout. The themes indicated in the scope and sequence chart provide a framework through which the learning of the knowledge, skills and attitudes may be facilitated. The meaningful, life skill context in which the knowledge, skills and attitudes are applied is shown on the side of the cube. The context provides the relevance according to diverse interests of learners.

THEMES

Foods has major themes on which the modules have been developed:

- nutrition
- preparation and presentation
- management
- social and cultural.

Each theme is based on commonalities within the topics emphasized by the module. Although these are convenient groupings, they should not be seen as exclusive, as the modules in all the themes complement each other. For example, all modules have “management” and “preparation” components to provide hands-on orientation. “Nutritional” considerations and “cultural” applications are integrated whenever appropriate.



CONCEPTS

Certain concepts important in the Foods strand are integrated throughout the modules. Emphasis varies on the module content and context. These concepts are:

- **Nature of Food:** Students learn how to select, prepare and serve foods. As well, they also will understand “why” by learning about the physical and chemical characteristics, composition and structure of food, function of ingredients and principles involved during preparation.
- **Nutrition/Health:** The nutritional importance of food and its role in physical maintenance and wellness is important to all Foods students, with both personal and workplace relevance.
- **Management:** The management process of decision making, problem solving and analyzing is an integral part of all Foods modules. There are extensive opportunities for students to develop management skills in the selection, preparation and service of food.
- **Safety, Sanitation and Equipment:** Students practise safe and sanitary food handling and safe use of equipment in all Foods modules.
- **Preparation of Food/Presentation/Service:** The modules that are within the theme “Preparation and Presentation” emphasize these concepts. However, the modules within the themes “Nutrition, Management and Social/Cultural” also involve food preparation and presentation.
- **Consumerism/Food Selection:** Whenever appropriate, consumerism strategies are included: evaluating fast food outlets and convenience foods, interpreting laws and labelling relevant to consumers, and developing food selection criteria to assess and compare a variety of food products.
- **Multicultural Aspects of Food:** Three modules specifically target this concept. However, students also have the opportunity to study and experience multicultural foods in many other modules. For example, in Creative Baking, students prepare various specialty desserts representative of the world’s great cuisines.
- **Food and Ecology:** Concern for the environment has provided incentive for students to understand ecological issues concerning food production, development and use for home and for commercial situations.
- **Career Exploration/Portfolio:** Career exploration is integrated throughout the Foods strand with a focus on adaptability and labour market dimensions rather than on specific occupations. In a rapidly changing society, with labour market dynamics in a state of flux, it is important to give the students an opportunity to assess “what is important now” (immediate perspective) and “what will be important in the future” (enduring perspective). A carefully prepared portfolio becomes an invaluable communication tool for students.

LEVELS

As students progress through various modules within the introductory, intermediate and advanced levels, they are provided opportunities to use the management process (decision making, problem solving and analyzing) in a variety of applied learning contexts.

As the students progress from the introductory level to advanced level, it is expected that they become less dependent on the teacher for direction and actively manage their own learning.

At all levels, modules may be combined into relevant courses. At the advanced level, specific modular groupings would facilitate a smooth transition into particular post-secondary or workplace opportunities.

(Interim Status, 1994)

SCOPE AND SEQUENCE

FOODS

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Food Basics ¹ FOD101	Beyond Canada's Food Guide FOD201	Food Through the Life Cycle FOD301	Nutrition
	Nutrition and Athletic Performance FOD202	Nutrition and Digestion FOD302	
	Energy Use for Health and Activity FOD203		
Baking Basics FOD102	Cake and Pastry FOD204	Creative Baking FOD303	Preparation and Presentation
	Yeast Breads and Rolls FOD205	Advanced Yeast Products FOD304	
	Milk Products and Eggs FOD206		
Simple Snacks and Appetizers FOD103	Basic Stocks, Soups and Sauces FOD207	Classic and Nouveau Soups and Sauces FOD305	
	Vegetables, Fruits and Grain Products FOD208	Creative Food Presentation FOD306	
	Creative Cold Foods FOD209	Short Order Cooking FOD307	
	Basic Meat Cookery FOD210	Advanced Meat Cookery FOD308	
	Fish and Poultry FOD211	Basic Meat Cutting FOD309	
Meal Planning for Enjoyment FOD104	Adapting Meal Planning to Lifestyles FOD212	Entertaining with Food FOD310	Management
	Vegetarian Cuisine FOD213	Food Processing FOD311	
Fast Foods and Convenience Foods FOD105	Rush Hour Cuisine FOD214	Food Evolution and Innovation FOD312	
	Food Safety and Sanitation FOD215		
	Food Venture FOD216	The Food Entrepreneur FOD313	
Canadian Foods: Our Heritage FOD106	International Cuisine FOD217	Cuisine of a Culture of Choice FOD314	Social and Cultural

—— Prerequisite Recommended sequence
1 Prerequisite to all modules in this strand.

MODULE DESCRIPTIONS

MODULE FOD101: Food Basics

We know that "You are what you eat!" *Canada's Food Guide to Healthy Eating* assists you to make wise food choices. Success preparing food depends on understanding recipes and equipment, care in handling food, as well as safe and efficient work habits.

MODULE FOD102: Baking Basics

Delicious cookies, cakes, muffins and puddings begin with understanding the ingredients from which they are made. Skill combining these ingredients transforms them into the baker's pride!

MODULE FOD103: Simple Snacks and Appetizers

Snacking is an important part of the way we eat. We can make many snacks that are both delicious and nutritious.

MODULE FOD104: Meal Planning for Enjoyment

A meal can let you be creative and enjoy eating with others, or it might simply satisfy your need to eat before you get on with your day. In planning and preparing successful meals you must understand your needs at the time.

MODULE FOD105: Fast Foods and Convenience Foods

We can buy fast foods, or we can prepare them using convenience foods. Considering nutrition, cost, time, quality of food and alternatives will help make good choices.

MODULE FOD106: Canadian Foods: Our Heritage

Food in Canada today reflects both the country's history and the many ethnic groups that brought their rich cultural traditions when they immigrated here. Awareness of the roots of our food heritage helps us to understand ourselves.

MODULE FOD201: Beyond Canada's Food Guide

Learn which foods are crucial for wellness: how foods affect your performance now and your health in the future. Discover how to choose and prepare great tasting and nutritious foods.

MODULE FOD202: Nutrition and Athletic Performance

Athletes working to improve their performance need to know how eating can be part of the edge they seek. Whether it's during training, or the pre-competition meal, students will learn to prepare food for the athlete's needs.

MODULE FOD203: Energy Use for Health and Activity

Some people want to gain weight while others wish they could lose. There are plenty of methods for achieving either goal, but are they effective? Learn how to make wise choices about food and activity. Learn how to prepare foods that will help your body be the best it can be!

MODULE FOD204: Cake and Pastry

Canadian cuisine, whether for special occasions, holidays or meals, may be enhanced by cakes and pastries. Students will expand their knowledge and skills in the production of cake and pastry.

MODULE FOD205: Yeast Breads and Rolls

As if by magic, yeast and the baker's skill can transform simple ingredients into mouth-watering works of art. An amazing variety of breads and buns may be produced when students understand the ingredients and the specialized skills used in working with yeast.

MODULE FOD206: Milk Products and Eggs

Milk products and eggs are among our most widely used foods. It is important to develop your skills with them and to understand the various products available, what they contribute to cooked foods and how they are best used.

MODULE FOD207: Basic Stocks, Soups and Sauces

Light nutritional broths and soups begin with wholesome rich stocks. When stocks are combined with various thickening agents, hearty soups and foundation sauces are created. Students will add skills in producing basic stocks, soups and sauces to their portfolio.

MODULE FOD208: Vegetables, Fruits and Grain Products

The incredible variety of grain products and vegetables and fruits available to us are important for their nutritional value and the variety they add to our meals and menus. Learn how to preserve the quality of these foods as you prepare vegetables, fruits and grain products.

MODULE FOD209: Creative Cold Foods

The preparation of cold foods today reflects influences from around the world and our desire for healthier eating. Learn to combine creativity and understanding of nutrition in the preparation of salads and sandwiches.

MODULE FOD210: Basic Meat Cookery

Every cut of meat can be tender and delicious if the differences between cuts of meat, tenderizing and cooking methods are understood. Since meats are an important and costly part of meals, these are critical skills to develop.

MODULE FOD211: Fish and Poultry

Fish and poultry are enjoyed for their nutritional value and the delicious variety they add to meals and menus. Many new skills are developed as the student learns to select, handle and prepare them.

MODULE FOD212: Adapting Meal Planning to Lifestyles

Busy schedules and strained budgets are just two of many challenges that face us when we plan meals. Learn strategies for creating satisfying meals, no matter what the circumstances are!

MODULE FOD213: Vegetarian Cuisine

A vegetarian diet can be very wholesome, but it requires more than eliminating meats, or even all animal products, from the diet. Learn how to choose foods and some great new ways to prepare them to create a healthy vegetarian diet.

MODULE FOD214: Rush Hour Cuisine

Too little time or energy to cook? Learn unique ways to create delicious and nutritious dishes quickly and easily from simple ingredients and prepared and convenience foods.

MODULE FOD215: Food Safety and Sanitation

Food-borne illness is a concern whenever food is handled. Food safety and sanitation training is essential in occupations dealing with food: success in this module will be a definite asset for the student's résumé.

MODULE FOD216: Food Venture

Food is a great way to satisfy the customer's needs! Learn how by joining in with the "food venture". (For those with entrepreneurial spirit!)

MODULE FOD217: International Cuisine

Cultures reveal themselves through their foods and their food customs. Discover other cultures by exploring their cuisine. Learn a variety of international cooking techniques, use specialized tools; prepare food for a typical day, or for a festival!

MODULE FOD301: Food Through the Life Cycle

Throughout our life cycle, food plays an important role in our physical, emotional and social well-being. Understanding how our needs change helps us meet the challenges of each stage in the life cycle. Learn preparation techniques and develop skills for adapting foods to satisfy all ages.

MODULE FOD302: Nutrition and Digestion

Through an understanding of nutrition and how our bodies process food, students examine current nutritional theories/issues and dietary needs.

MODULE FOD303: Creative Baking

Satisfaction and pride are two rewards for the creative baker as he or she learns to create specialty cakes and pastry products. Students will select and execute a major baked project, such as a gingerbread house or a wedding cake.

MODULE FOD304: Advanced Yeast Products

Preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes develops more skill handling yeast doughs. Consistency in product quality is emphasized in this module.

MODULE FOD305: Classic and Nouveau Soups and Sauces

A host of sublime sauces and soups are revered throughout the world by chefs and diners alike. Techniques and ingredients of classic cuisine have been adapted in the trend to lighter eating and nouveau cuisine. Experience in the preparation of soups and sauces is fundamental for the cook and the saucier.

MODULE FOD306: Creative Food Presentation

Develop creativity and flair as you learn techniques for presenting beautiful food!

MODULE FOD307: Short Order Cooking

Career opportunities are plentiful in today's fast food industry. A foundation in the management skills, preparation and the principles underlying short order cookery may offer a head start to a successful career.

MODULE FOD308: Advanced Meat Cookery

A rich variety of meat dishes grace the table when the cook prepares a variety of meats (beef, veal, lamb, pork) with a greater understanding of meat cookery.

MODULE FOD309: Basic Meat Cutting

Meat cutting may be one of the chef's or cook's many talents. On the other hand, skills students gain here may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

MODULE FOD310: Entertaining with Food

Planning and preparing for entertaining can be as much fun as the event itself! Participants in this module develop skills that may be used in the hospitality industry, at home or in many other career roles where organization is important.

MODULE FOD311: Food Processing

Freezing, pickling, canning, drying, and jam-and-jelly making account for many foods available commercially. As students use these methods to process fresh foods, they explore how technology affects food.

MODULE FOD312: Food Evolution and Innovation

From roast mammoth to twinkies! What will we eat after the turn of the century? Explore how food has changed and what that means to the people who eat it. Prepare a wide variety of foods and learn how they came to be.

MODULE FOD313: The Food Entrepreneur

Have you got an idea for a business focusing on food? Here's your chance to see if it will work! Join in the planning, testing and marketing of a food product.

MODULE FOD314: Cuisine of a Culture of Choice

Explore in depth the cuisine of another country to appreciate the richness of its history and its culture. Discover its foods; experience traditional cooking methods; celebrate a meal and/or a festival and learn about food customs!

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Foods strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula is competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisite and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module, in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include information and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations.

Assessing Student Achievement

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide to Standards and Implementation for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Foods strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

In addition to the resources, sample Student Learning Guides are in Section J. These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Foods:

- Food Basics
- Fast Foods and Convenience Foods
- Food Venture.

PLANNING FOR FOODS

The following suggestions are provided to assist teachers, school and school system administrators as they plan to deliver modules from the Foods strand.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Foods modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Foods in Junior High

The introductory modules may be offered at junior high. The number of modules will vary according to time available throughout Grade 7, 8 and 9.

Time Available	Modules
25 hours	<ul style="list-style-type: none">• Food Basics
50 hours	<ul style="list-style-type: none">• Food Basics• Baking Basics
75–100 hours	<p>add one or more of the following introductory level modules:</p> <ul style="list-style-type: none">• Simple Snacks and Appetizers• Meal Planning for Enjoyment• Fast Foods and Convenience Foods• Canadian Foods: Our Heritage

Modules may be combined into courses and offered within a school year or over a span of a few years.

Foods in Senior High

In addition to all intermediate and advanced level modules, introductory modules may be offered to senior high students who do not have the competencies identified, particularly for the following introductory modules:

- Food Basics—as it is a recommended prerequisite module
- Baking Basics—as it is a prerequisite module.

Following are a few examples of possible module groupings into sample courses:

3 credit (no previous experience)	<ul style="list-style-type: none">• Food Basics• Baking Basics• Milk Products and Eggs
3 credit (strong junior high school transition)	<ul style="list-style-type: none">• <i>Beyond Canada's Food Guide</i>• Milk Products and Eggs• Vegetables, Fruits and Grain Products
5 credit: personal context commercial context	<p>add two modules to the above groupings; e.g.,</p> <ul style="list-style-type: none">• Nutrition and Athletic Performance• Rush Hour Cuisine• Food Safety and Sanitation• Food Venture

Modules could also be grouped into comprehensive courses that emphasize a particular theme.

Most modules may be offered in a commercial context to increase the proficiency level of various food preparation techniques; it may be advisable to combine with project modules from the Career Transitions strand.

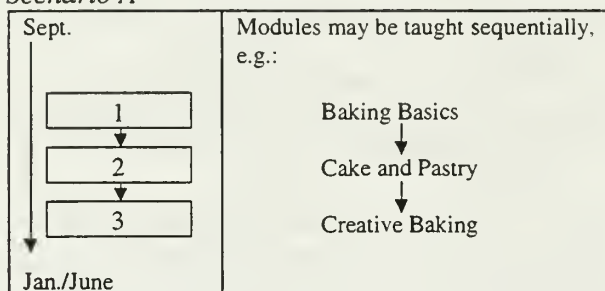
Organizing for Learning

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of the Guide). These module parameters describe:

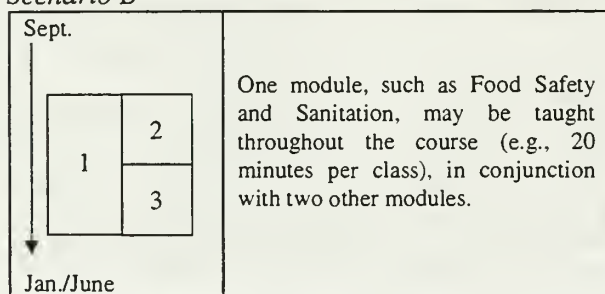
- prerequisite or corequisite modules,
- facility and equipment requirements, if required, and
- instructional qualifications, if required.

Modules can be delivered sequentially, concurrently or combined. For example:

Scenario A

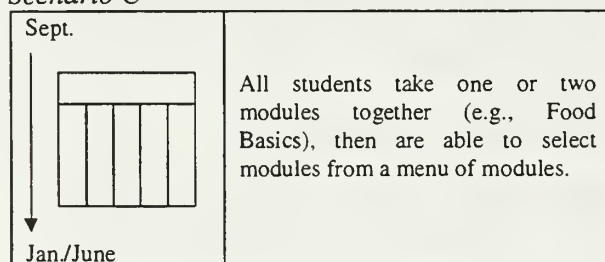


Scenario B

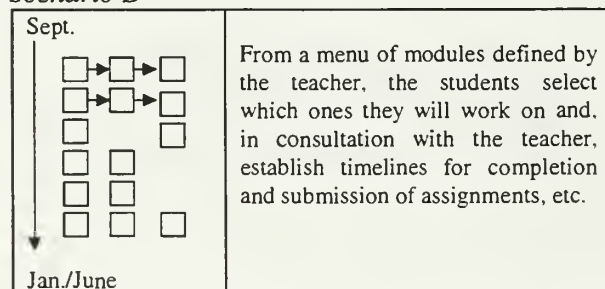


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D



Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Foods to provide increased opportunity for students to develop expertise and refine their competencies.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Foods.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FOD101:	Food Basics	D.3
Module FOD102:	Baking Basics.....	D.7
Module FOD103:	Simple Snacks and Appetizers.....	D.11
Module FOD104:	Meal Planning for Enjoyment.....	D.15
Module FOD105:	Fast Foods and Convenience Foods.....	D.19
Module FOD106:	Canadian Foods: Our Heritage	D.23

MODULE FOD101: FOOD BASICS

Level: Introductory

Theme: Nutrition

Prerequisite: None

Module Parameters: Personal or commercial food preparation facility

We know that “You are what you eat!” *Canada’s Food Guide to Healthy Eating* assists you to make wise food choices. Success preparing food depends on understanding recipes and equipment, care in handling food, as well as safe and efficient work habits.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate understanding of:<ul style="list-style-type: none">food safetysafe handling of tools and equipment	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test consisting of a minimum of ten questions in each of the following categories:<ul style="list-style-type: none">safety and hygiene in food preparationtools and equipment. <i>Assessment Tool</i> <i>Discovering Food and Nutrition (Teacher Resource Binder)</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Standard</i> <i>80% for lab safety and safe handling of tools and equipment</i>	10
<ul style="list-style-type: none">demonstrate working knowledge of a food preparation facility	<ul style="list-style-type: none">Practical Lab Experiences in which the student will prepare a minimum of four foods from choices provided by the teacher, selecting one from each of the food groups, each of which meets or exceeds the standard indicated. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard, FOD101-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i>	70

MODULE FOD101: FOOD BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply knowledge and management skills in the planning, preparation and evaluation of basic foods • analyze <i>Canada's Food Guide to Healthy Eating</i> as the basis for food choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Analysis of his or her one-day food record according to <i>Canada's Food Guide to Healthy Eating</i>. <p><i>Assessment Tool</i> <i>Food Intake Analysis (Introductory) FODFIA-1</i> <i>The Eating Edge, Challenge Checklist</i> <i>Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instruction period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • practise kitchen safety, including: <ul style="list-style-type: none"> – prevention of accidents – injury treatment – handling and storage of food • demonstrate hygienic routines including personal hygiene and sanitation of equipment and work areas 	<p>Fires, electric shock, cuts, burns.</p> <p>Burns, electric shock, cuts, poison.</p>

MODULE FOD101: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain reasons for hygienic food-handling routines identify and correctly interpret hazardous product symbols. 	Prevention of food-borne illness, handling, storage and holding foods at safe temperatures, prevention of cross-contamination, loss of job, business closures.
Management	<ul style="list-style-type: none"> demonstrate familiarity with kitchen and lab routines select and use tools and equipment correctly when measuring, preparing, mixing, cooking and serving understand recipe language and use. 	<p>Food rotation.</p> <p>Introduce students to proper use of ranges, microwaves, small appliances, tools, correct handling of knives.</p> <p>Understand quality, yields and portioning.</p>
Preparation and Presentation	<ul style="list-style-type: none"> plan, prepare and evaluate basic foods. 	
Nutrition	<ul style="list-style-type: none"> discuss <i>Canada's Food Guide to Healthy Eating</i> as a basis for food choices. 	Effect of nutritional status on appearance, athletic ability, mental alertness.

MODULE FOD101: FOOD BASICS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Food Basics • develop a food-related personal action plan. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the students' beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p> <p>Examples of action plans might include:</p> <ul style="list-style-type: none"> – analyze one's own food habits – reduce consumer waste – expand food repertoire – enter recipes on home computer.

MODULE FOD102: BAKING BASICS

Level: Introductory

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Delicious cookies, cakes and quick breads begin with understanding the ingredients from which they are made. Skillfully combining these ingredients transforms them into the baker's pride!

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">describe the preparation methods and role of key ingredients in cookies, quick breads and butter cakes	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test consisting of questions on:<ul style="list-style-type: none">measuring techniquessafety and correct uses of tools and equipmentfunction of key baking ingredientsquick bread (muffin, biscuit, creaming and one-bowl shortened cake) methodstypes of cookies. <i>Assessment Tool</i> <i>Discovering Food and Nutrition (Teacher Resource Binder)</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	15
<ul style="list-style-type: none">employ correct preparation methods the production of a variety of cookies, quick breads and butter cakesapply knowledge and management skills in the planning, preparation and evaluation of basic baked food products	<ul style="list-style-type: none">Practical Lab Experiences in which the student will prepare a minimum of six food products using the following methods:<ul style="list-style-type: none">one muffin methodone biscuit methodone cake using the creaming method or the one-bowl methodtwo different types of cookies, one of which must use the creaming methodbutter cream icing, used with cake or cookies. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard, FOD102-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i>	15

MODULE FOD102: BAKING BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Analysis: the student will complete one product analysis for each of the following food products prepared: <ul style="list-style-type: none"> cookies quick bread butter cake <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All applicable sections have been completed accurately</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instruction period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>70</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate safe and correct use of tools and equipment in the baking area recognize the need for accuracy in measuring. 	Electric Mixer
Nature of Food	<ul style="list-style-type: none"> identify the role of quick breads, cookies, cakes and desserts in the Canadian diet considering nutrition and culture 	

MODULE FOD102: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> examine the characteristics and functions of key baking ingredients including: <ul style="list-style-type: none"> flours fats sugars eggs liquids leavening agents flavouring agents examine quick breads, categorizing them by their characteristics and preparation techniques: <ul style="list-style-type: none"> muffin method biscuit method creaming method differentiate between the main types of cookies compare the one-bowl method and the creaming method for shortened cakes. 	<p>Bread, all purpose, cake, pastry flours.</p> <p>Spices, extracts, etc.</p> <p>Dropped, rolled, molded, refrigerator, pressed, bar.</p>
Preparation and Presentation	<ul style="list-style-type: none"> develop skills and techniques in the preparation of baked products, demonstrating: <ul style="list-style-type: none"> accuracy in measuring/scaling correct mixing procedures appropriate pan preparation baking and determining doneness altering and varying basic recipes according to instructions compensating for failures and defects prepare and evaluate baked products including <ul style="list-style-type: none"> a variety of cookies, employing varied mixing and makeup techniques a variety of quick breads, including muffins and biscuits shortened cake basic butter cream icing 	<p>Measuring tools/scales.</p> <p>Apply identified standards in product evaluation.</p> <p>Creaming and/or one-bowl methods.</p>

MODULE FOD102: BAKING BASICS (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> develop skills and techniques in the production and evaluation of simple desserts. 	Puddings, custards, gelatin desserts, crumb crusts.
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Baking Basics. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the students' beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD103: SIMPLE SNACKS AND APPETIZERS

Level: Introductory

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Snacking is an important part of the way we eat. We can make many snacks that are both delicious and nutritious.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">analyze snacking habits, discussing factors that affect snack choicesexamine how snacks may contribute to <i>Canada's Food Guide to Healthy Eating</i>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">Project in which student analyzes:<ul style="list-style-type: none">snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacksrelationship of snacks to <i>Canada's Food Guide to Healthy Eating</i> and to wellnessrelative nutritional value of various snacks (kilojoules, fat, sugar, fibre and sodium content of snack foods). <p><i>Assessment Tool</i> <i>Project/Survey: Simple Snacks and Appetizers, FOD103-1</i> <i>Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20

MODULE FOD103: SIMPLE SNACKS AND APPETIZERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select, prepare and compare various snacks and appetizers make personal decisions on the suitability of a variety of snacks 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will prepare a minimum of five snack foods representing each of the food groups and the "extra" group. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard for Simple Snacks and Appetizers, FOD103-2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i> Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> Career Research for one or more career clusters that relate to Simple Snacks and Appetizers. <i>Assessment Tool</i> <i>Career Research: Introductory Level, FODCAR-1</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>60</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD103: SIMPLE SNACKS AND APPETIZERS (continued)

Concept	Specific Learner Expectations	Notes
Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • discuss what constitutes a snack and the extent of snacking in a select group • prepare, conduct and compile a survey to assess snacking habits of a select group: <ul style="list-style-type: none"> – factors influencing snack choices – frequency of snacking – snack chosen • examine the role of snacks and appetizers in socializing, considering: <ul style="list-style-type: none"> – friendship – activities – hospitality. 	
Nutrition/Health	<ul style="list-style-type: none"> • examine the positive and negative impacts of snacks on nutrition and wellness. 	
Preparation	<ul style="list-style-type: none"> • prepare and compare a variety of snacks including: <ul style="list-style-type: none"> – nutritional value – kilocalories, fat, sugar, fibre and sodium – cost – time – skill level required for preparation – suitability – environmental issues. 	Hand tools and small kitchen appliances.
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • develop skills and techniques for the safe and sanitary handling of tool and equipment used for snack preparation. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Simple Snacks and Appetizers. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD104: MEAL PLANNING FOR ENJOYMENT

Level: Introductory

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

A meal can let you be creative and enjoy eating with others, or it might simply satisfy your need to eat before you get on with your day. In planning and preparing successful meals you must understand your needs at the time.

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">analyze factors influencing the reasons for eatingexplain factors that contribute to successful meal planningdemonstrate the importance of consumer skills in selection of foods for meal planning	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Case Study and/or Concept Test consisting of questions on:<ul style="list-style-type: none">influences on food choicesconsiderations in planning successful mealsconsumer strategies for food selection and purchasing. <i>Assessment Tool</i> <i>Discovering Food and Nutrition, Teacher Resource Binder</i> <i>Food For Life, Teacher Resource Binder</i> <i>Standard</i> <i>50% achieved on case study and/or concept test</i>	20
<ul style="list-style-type: none">plan and prepare healthy meals for varying lifestyles, available resources and special occasions	<ul style="list-style-type: none">Practical Lab Experiences in which the student given a pre-determined budget and time allotment, will plan, prepare and evaluate four meals:<ul style="list-style-type: none">breakfastbagged lunchdinnerspecial occasion meal. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard: Meal Planning for Enjoyment, FOD104-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i>	60

MODULE FOD104: MEAL PLANNING FOR ENJOYMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of meal planning those components of personal adaptability which may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For at least one of the meals prepared, the student will complete an analysis. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Food Focus, Nutritional Analysis Program</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Meal Planning for Enjoyment. <p><i>Assessment Tool</i> <i>Career Research: Introductory Level, FODCAR-I</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify factors that affect food choices when selecting foods and planning meals including: <ul style="list-style-type: none"> – nutrition – human resources 	<p>Time, skills, energy.</p>

MODULE FOD104: MEAL PLANNING FOR ENJOYMENT (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – non-human resources – family and/or cultural traditions – psychological and sociological influences – special dietary needs. 	<p>Money, equipment. Explain how coordinating meals can save resources. Plan ways to save money in meal preparation.</p> <p>Peer pressure, lifestyle, desire to be thin: bulimia, anorexia, obesity.</p> <p>Diabetes, food allergies.</p>
Consumerism	<ul style="list-style-type: none"> • explore consumer strategies employed in selection and purchase of foods, considering: <ul style="list-style-type: none"> – types of food supply stores – store layout – comparative shopping – label information – food grades – food storage facilities. 	
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate a breakfast, a bagged lunch, a dinner and a special occasion meal, considering such factors as: <ul style="list-style-type: none"> – preparing a grocery list – estimating costs – buying and storing foods – managing time – nutrient value of foods and meals – preparation techniques – skill level – availability of tools and equipment – presentation of foods 	Incorporate convenience foods, as appropriate.
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • develop skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD104: MEAL PLANNING FOR ENJOYMENT (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none">• assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Meal Planning.	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD105: FAST FOODS AND CONVENIENCE FOODS

Level: Introductory

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

We can buy fast foods, or we can prepare them using convenience foods. Considering nutrition, cost, time, quality of food and alternatives will help make good choices.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• discuss the variety and availability of fast foods and convenience foods	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Project in which the student compares fast food establishments in terms of:<ul style="list-style-type: none">– marketing strategies– nutritional value– interpreting packaging information/nutrition labelling– preparation methods employed in production of fast foods and convenience foods– marketplace responses to consumer demands. <i>Assessment Tool</i> <i>Comparison Chart: Fast Food Establishment, FOD105-1</i> <i>Standard</i> <i>All sections have been completed accurately</i>	20
<ul style="list-style-type: none">• prepare various fast foods and simple convenience foods• analyze decisions and evaluate food choices relating to fast foods and convenience foods	<ul style="list-style-type: none">• Practical Lab Experiences in which the student will prepare and evaluate the following four forms of fast food and simple convenience foods:<ul style="list-style-type: none">– mix– partially prepared food– entirely prepared food– food prepared from scratch. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard: Fast Foods and Convenience Foods, FOD105-2</i> <i>Convenience Food Comparison Chart FOD105-3</i> <i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i> <i>All sections have been completed accurately</i>	60

MODULE FOD105: FAST FOODS AND CONVENIENCE FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Fast Foods and Convenience Foods the components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For one of the products prepared, the student will complete a detailed analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Food Focus, Nutritional Analysis Program</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Career Research for one or more career clusters that relate to Fast Foods and Convenience Foods. <i>Assessment Tool</i> <i>Career Research: Introductory Level, FODCAR-I</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – acting ethically – teamwork and leadership. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Consumerism	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • examine various commercial fast food outlets, considering: <ul style="list-style-type: none"> – commercial food philosophy of “eat with your eyes” – competitive advertising and marketing techniques 	

MODULE FOD105: FAST FOODS AND CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Consumerism (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> – nutritional value of fast foods – laws regarding safety and sanitation in commercial food establishments – specialized equipment used in fast food outlets • interpret information provided on convenience food packaging • discuss requirements for and voluntary nutrition labelling of convenience foods • compare methods of food preparation, considering: <ul style="list-style-type: none"> – purchase of partially or wholly prepared foods – assembly-line concept – requirements for specialized equipment – advantages and disadvantages – responses to public pressure. 	<p>How are commercial outlets improving nutritional value of their products? Why?</p> <p>Nutrition, cost, computerization, Environmental, nutritional.</p>
Preparation	<ul style="list-style-type: none"> • prepare, compare and evaluate a variety of convenience foods: <ul style="list-style-type: none"> – from mixes – from partially prepared foods – from entirely prepared foods – from scratch. 	<p>Muffins, cookies, beverages, pizza. Pizza crusts, burger or chicken patties, fish sticks, cookie dough. TV dinners, perogies, fish and chips. Fried chicken, pizza roll ups, chicken nuggets.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • develop skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD105: FAST FOODS AND CONVENIENCE FOODS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Fast Foods and Convenience Foods. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p> <p>Summarize knowledge gained by studying fast foods and convenience foods; come to personal conclusions regarding the role of fast foods and convenience foods in his or her lifestyle.</p>

MODULE FOD106: CANADIAN FOODS: OUR HERITAGE

Level: Introductory

Theme: Social and Cultural

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Food in Canada today reflects both the country's history and the many ethnic groups that brought their rich cultural traditions when they immigrated here. Awareness of the roots of our food heritage helps us to understand ourselves.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• examine ethnic influences on food and food patterns within the community• examine the significance of food patterns and food customs in Canada's past	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Project in which the student:<ul style="list-style-type: none">– identifies and describes cultures representative of:<ul style="list-style-type: none">• Canada's Past• a Canadian geographical region• a defined cultural group in Canada– explains food patterns and customs and their significance. <p><i>Assessment Tool</i> <i>Research: Canadian Foods: Our Heritage, FOD106-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	20

MODULE FOD106: CANADIAN FOODS: OUR HERITAGE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare and analyze ethnic foods 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will prepare and evaluate at least three foods to illustrate influences on Canadian cuisine, including a food representative of: <ul style="list-style-type: none"> Canada's past a Canadian geographical region a defined cultural group in Canada. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 1A or 1B</i> <i>Product Standard Scorecard, FOD106-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 1 in applicable areas of assessment</i></p>	60
	<ul style="list-style-type: none"> Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> assess in the context of Canadian and cultural foods the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Canadian Foods: Our Heritage <p><i>Assessment Tool</i> <i>Career Research: Introductory Level, FODCAR-1</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD106: CANADIAN FOODS: OUR HERITAGE (continued)

Concept	Specific Learner Expectations	Notes
Multicultural Aspects of Food	<p><i>The student will:</i></p> <ul style="list-style-type: none"> research and compare food patterns and food customs of early Canadian lifestyles assess and compare the past and the present in terms of: <ul style="list-style-type: none"> the availability of foods constraints and adaptations of resources for provisions of food research regional Canadian food patterns and food customs identify cultural influence on food patterns and food customs, considering: <ul style="list-style-type: none"> religion, beliefs, values geography, climate of homeland family arrangements traditions. 	<p>Resource suggestions: old recipes, community museums, local history books, novels about early Canada.</p> <p>Equipment, skills.</p> <p>Role expectations, work patterns. Holidays, celebrations, etiquette, meal patterns.</p>
Preparation and Presentation	<ul style="list-style-type: none"> plan, prepare and evaluate a variety of early Canadian, regional and/or ethnic Canadian foods, considering: <ul style="list-style-type: none"> equipment used for preparation/service ingredients special techniques presentation styles of service 	<p>Resources include guest speakers, exchange students, field trips, demonstrations.</p> <p>Unique ingredients, dominant flavours, flavour and food combinations.</p> <p>Preparation techniques; adaptations because of lack of equipment, lack of ingredients.</p> <p>Garnishing, table setting (table coverings, special utensils, dishes, table centres or decorations), seating arrangements.</p> <p>Eat-on-the-run, sit down, elders first, smorgasbord.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> develop skills and techniques for safe and sanitary handling of tools and equipment. 	

MODULE FOD106: CANADIAN FOODS: OUR HERITAGE (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student will:</i></p> <ul style="list-style-type: none"> analyze foods/meals prepared considering: <ul style="list-style-type: none"> – nutrition – cost – preparation time – acceptability of food products. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management and meaning, developed within the context of Canadian and cultural foods. 	<p>What coping skills, attitudes, knowledge have developed? How does this relate to the student's beliefs, interest and values?</p> <p>How will they be important in the future?</p>

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Foods.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module FOD201:	Beyond Canada's Food Guide	E.3
Module FOD202:	Nutrition and Athletic Performance	E.9
Module FOD203:	Energy Use for Health and Activity	E.15
Module FOD204:	Cake and Pastry	E.21
Module FOD205:	Yeast Breads and Rolls.....	E.25
Module FOD206:	Milk Products and Eggs.....	E.29
Module FOD207:	Basic Stocks, Soups and Sauces.....	E.35
Module FOD208:	Vegetables, Fruits and Grain Products.....	E.39
Module FOD209:	Creative Cold Foods.....	E.45
Module FOD210:	Basic Meat Cookery	E.51
Module FOD211:	Fish and Poultry.....	E.55
Module FOD212:	Adapting Meal Planning to Lifestyles.....	E.61
Module FOD213:	Vegetarian Cuisine	E.67
Module FOD214:	Rush Hour Cuisine	E.73
Module FOD215:	Food Safety and Sanitation.....	E.77
Module FOD216:	Food Venture.....	E.81
Module FOD217:	International Cuisine	E.85

MODULE FOD201: BEYOND CANADA'S FOOD GUIDE

Level: Intermediate

Theme: Nutrition

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Learn which foods are crucial for wellness: how foods affect your performance now and your health in the future. Discover how to choose and prepare great tasting and nutritious foods.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the inter-relationships between food choices, nutrients and wellness 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Concept Test consisting of a minimum of five questions in each of the following categories: <ul style="list-style-type: none"> – nutrients/foods in <i>Canada's Food Guide to Healthy Eating</i> – functions of nutrients in the body – effect of cooking and processing on nutrients – importance of high fibre and low fat diets in ensuring wellness. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Food for Life (Teacher's Resource)</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20
<ul style="list-style-type: none"> examine the importance of high fibre and lower fat diets in ensuring wellness 	<ul style="list-style-type: none"> Analysis in which the student will: <ul style="list-style-type: none"> – compare his or her three-day food record to <i>Canada's Food Guide to Healthy Eating</i> and to guidelines for fat and fibre consumption to recognize positive eating patterns and to identify possible areas for improvement – develop plans for one day's meals that provide improved fat and increased fibre, and meet <i>Canada's Food Guide to Healthy Eating</i> – calculate the percentage of total calories from fat, carbohydrate and protein for at least one food from each food group and one "extra" food. <p><i>Assessment Tool</i> <i>Food Intake Analysis: Intermediate, FODFIA-2 DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Chart must be completed accurately; fibre must exceed 20 grams for the day; and fat must NOT exceed 30% calorie/kilojoule consumption.</i></p>	10

MODULE FOD201: BEYOND CANADA'S FOOD GUIDE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate nutrition information 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: the student applies the criteria for reliability of nutrition information in the analysis of a sample of accurate nutrition information, and a sample of misinformation <ul style="list-style-type: none"> – interprets nutrition labels from at least two foods. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>Food Label Analysis, FOD201-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Practical Lab Experiences in which the student prepares a minimum of six foods in order to: <ul style="list-style-type: none"> – examine the effect of fat content on the acceptability of foods; e.g., types of milk products, cuts of meat – examine the effect of preparation method on the fat content of food – demonstrate at least two palatable lower fat foods – demonstrate two palatable higher fibre foods. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> • Analysis: For at least one of these products, the student will complete a detailed analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD201: BEYOND CANADA'S FOOD GUIDE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of nutrition the components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Beyond Canada's Food Guide. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership. – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition and Nature of Food	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • apply <i>Canada's Food Guide to Healthy Eating</i> in the analysis of eating patterns • identify sources and explain functions of the leader nutrients: <ul style="list-style-type: none"> – water – carbohydrates, proteins and fats – Vitamins A and D – Vitamin C, thiamine, riboflavin and niacin – iron and calcium • relate energy value of foods to the body as an energy balance system 	

MODULE FOD201: BEYOND CANADA'S FOOD GUIDE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • explain the effect of cooking and processing on nutrients • evaluate the nutritional adequacy of individual foods, meals and eating patterns • predict the impact on nutritional status of various factors that influence food choices • discuss the relationship of lower fat and high fibre diets with wellness, heart disease, cancers, arthritis, obesity and diabetes • explain the risk factors for heart disease with particular reference to the amount and quality of dietary fat and sodium consumption • differentiate between monounsaturated, polyunsaturated and saturated fats and explain their impact on serum cholesterol levels • identify sources and explain the functions of soluble and insoluble fibres. 	Uninformed dieting, irregular eating patterns, excessive reliance on fast foods, extremely low fat diets, etc.
Nutrition and Consumerism	<ul style="list-style-type: none"> • describe indicators of reliable nutrition information • analyze reliable and unreliable nutrition information • analyze misinformation in the area of fat and fibre • interpret nutrition labelling • compare the fat content of foods • analyze the fibre content of foods. 	<p>Concern over red meats, dairy products.</p> <p>Ice cream versus ice milk, lean versus higher fat cuts of meat.</p> <p>Whole grains versus processed, legumes, types of bread, etc.</p>

MODULE FOD201: BEYOND CANADA'S FOOD GUIDE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Preparation	<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare and evaluate foods and meals that meet the recommendations in <i>Canada's Food Guide to Healthy Eating</i> compare the impact on fat content of different preparation and processing methods of a variety of foods assess the impact of fat and fibre on the sensory qualities of foods modify recipes, prepare and evaluate to achieve reduced fat and increased fibre. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> develop skills and techniques for the safe and sanitary handling of tools and equipment. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of nutrition. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes)?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE

Level: Intermediate

Theme: Nutrition

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Athletes working to improve their performance need to know how eating can be part of the edge they seek. Whether it's during training, or the pre-competition meal, students will learn to prepare food for the athlete's needs.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• examine the role of food and nutrients in athletic performance	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">– role of <i>Canada's Food Guide to Healthy Eating</i>, foods and nutrients in athletic performance– digestion, absorption, metabolism– energy use in the body– role of water in the body– protein and muscle development– athlete's vs. non-athlete's nutritional needs– athlete's body composition– nutritional needs during training, pre-event and during the event. <p><i>Assessment Tool</i> <i>Food for Today (Section Quizzes, Chapter and Unit Tests)</i> <i>Food for Life (Teacher's Resource)</i> <i>Sport Nutrition for the Athletes of Canada Workbook for Athletes</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> develop strategies for achieving optimal nutrition for the athlete 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Analysis in which the student will plan meals which satisfy <i>Canada's Food Guide to Healthy Eating</i> and meet the athlete's energy requirements and motivational needs with an appropriate balance of carbohydrates, fats and proteins, including: <ul style="list-style-type: none"> training diet for three days pre-competition meal eaten at home pre-competition meal eaten "on the road". <p><i>Assessment Tool</i> <i>Training Diet Assessment/Pre-competition Meal Assessment, FOD202-1</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> evaluate nutrition information and misinformation directed to the athlete 	<ul style="list-style-type: none"> Analysis in which the student applies established criteria in the analysis of nutrition information directed to athletes. <p><i>Assessment Tool</i> <i>Nutrition Information Analysis, FODNIA</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	10
<ul style="list-style-type: none"> select, prepare and evaluate foods that will meet the athlete's needs 	<ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares foods to satisfy the athlete's food needs for five of the following contexts: <ul style="list-style-type: none"> high carbohydrate intake adequate protein intake pre-event nutrition nutrition during event post-event nutrition pre-event nutrition when eating "on the road". <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard: Nutrition and Athletic Performance, FOD202-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of nutrition for athletes the components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For at least three of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Nutrition and Athletic Performance. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate the role of nutrition as a key factor in enhancing athletic performance • relate <i>Canada's Food Guide to Healthy Eating</i> to achievement of optimal nutrition 	

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • examine the role of digestion, absorption and metabolism in the utilization of nutrients in food • assess the athlete's energy requirements • relate energy release systems in the body to the nature of physical activity and to nutrient availability, including: <ul style="list-style-type: none"> – availability and use of glucose and glycogen – aerobic versus anaerobic energy systems – intensity and duration of physical activity – carbohydrate content in the diet – impact of training on energy utilization • relate water loss during exercise to the need for adequate fluid intake in preventing dehydration • examine protein structure and function within the context of muscle development • examine the tendency toward inadequate calcium and iron intakes among certain groups of athletes • compare the nutritional needs of an athlete in training with those of all healthy individuals • examine normal and/or ideal body composition considering the demands of specific activities. 	Contact versus endurance sports.
Nutrition and Management	<ul style="list-style-type: none"> • inventory the nutrition objectives of the athlete's training diet • inventory the nutrition objectives of foods immediately before and during competition • compare the impact of short duration and endurance events on the athlete's nutrition needs • evaluate and propose strategies for altering energy balance in order to achieve healthy weight loss and weight gain • distinguish factors that influence the athlete's eating patterns, including: <ul style="list-style-type: none"> – psychological needs – beliefs, taboos, superstitions 	Competition anxiety.

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Management (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> – acceptability of food – availability of foods • evaluate the impact of eating patterns on nutritional status • propose methods of maintaining and enhancing nutritional status, within the constraints imposed by various eating patterns. 	<p>Personal preferences, familiar versus unfamiliar foods</p> <p>Eating “on the road”, fast foods, restaurants.</p>
Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate foods to satisfy athletes needs for: <ul style="list-style-type: none"> – high carbohydrate intake – adequate protein intake – pre-event nutrition – nutrition during event – post-event nutrition – pre-event nutrition when eating “on the road”. 	
Food Selection and Consumerism	<ul style="list-style-type: none"> • evaluate foods through nutrition labelling • formulate criteria for the athlete to use in evaluating nutrition information and misinformation • identify and evaluate nutrition information and misinformation directed toward athletes 	<p>Advertising that promotes commercial products; e.g., amino acid supplements, sports drinks.</p> <p>Nutritional ergogenic (performance enhancing) aids; e.g., bee pollen.</p> <p>Promotion of diets that eliminate certain foods; e.g., beef, milk.</p>

MODULE FOD202: NUTRITION AND ATHLETIC PERFORMANCE (continued)

Concept	Specific Learner Expectations	Notes
Food Selection and Consumerism (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare and evaluate foods, snacks, meals and diets for achieving optimal nutrition within various contexts. 	High carbohydrate intake, weight loss or weight gain, adequate protein intake for increasing muscle mass, pre-event nutrition, nutrition during an event, post-event nutrition, eating "on the road".
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> develop skills and techniques for the safe and sanitary handling of tools and equipment. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of nutrition for athletes. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD203: ENERGY USE FOR HEALTH AND ACTIVITY

Level: Intermediate

Theme: Nutrition

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Some people want to gain weight while others wish they could lose. There are plenty of methods for achieving either goal, but are they effective? Learn how to make wise choices about food and activity. Learn how to prepare foods that will help your body be the best it can be!

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• examine the relationship between body image, body composition, wellness and eating disorders• develop strategies for achieving and maintaining healthy body composition	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Project in which the student:<ul style="list-style-type: none">– analyzes three eating disorders in terms of:<ul style="list-style-type: none">• factors which influence body image• healthy versus unhealthy body composition– completes a three-day food and activity self-analysis, which demonstrates understanding of:<ul style="list-style-type: none">• effect of energy input and energy output on energy balance equation• variables for energy input and energy output• effect of energy balance equation on body weight/composition• realistic goals for weight loss or gain• changes to energy input/output to achieve goals for weight loss or gain. <p><i>Assessment Tool</i> <i>Research: Energy Use for Health and Activity, FOD203-1</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30

MODULE FOD203: ENERGY USE FOR HEALTH AND ACTIVITY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate diets, diet aids and support groups • select, prepare and evaluate foods to develop a repertoire of foods suitable for achieving and maintaining weight loss or weight gain • assess in the context of Energy Use for Health and Activity the components of personal adaptability that may be significant for career choices 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis in which the student evaluates at least one weight loss program considering short-term and long-term impact on the individual. <p><i>Assessment Tool</i> <i>Weight Loss Program Analysis, FOD203-2</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Practical Lab Experiences in which the student selects, prepares and evaluates at least five foods suitable for weight loss or weight gain demonstrating: <ul style="list-style-type: none"> – appropriate cooking methods – appropriate ingredients – suitable snack foods. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard: Energy Use for Health and Activity, FOD203-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> • Analysis: For at least three of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Energy Use for Health and Activity. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD203: ENERGY USE FOR HEALTH AND ACTIVITY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition and Health	<p><i>The student will:</i></p> <ul style="list-style-type: none"> discuss psychological and social factors that influence body image evaluate body composition considering the following factors: <ul style="list-style-type: none"> health costs of overweight or underweight body weight versus body composition methods of measuring body composition ideal body composition variables in ideal body composition examine body composition and body image predict the impact on the energy balance equation of changes in energy input and energy output: <ul style="list-style-type: none"> evaluate factors influencing energy input analyze the significance of food patterns in altering energy input differentiate between factors that affect energy output compare energy output required for different types and levels of physical activity 	<p>Gender, activity (contact sports, ballet).</p> <p>Age, body size, gender, basic metabolic rate, physical activity.</p> <p>Anaerobic versus aerobic, high intensity versus low intensity.</p>

MODULE FOD203: ENERGY USE FOR HEALTH AND ACTIVITY (continued)

Concept	Specific Learner Expectations	Notes
Nutrition and Health (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> – discuss goals for achieving and maintaining health body composition • analyze personal energy balance equation • differentiate between short- and long-term consequences in the analysis of diets, diet aids and support groups: <ul style="list-style-type: none"> – formulate and apply criteria for evaluation of diets – compare diet aids with other methods for achieving ideal weight – distinguish aspects of support groups that enhance weight management • discuss prevalence and impact of eating disorders on individuals: <ul style="list-style-type: none"> – differentiate between anorexia nervosa, bulimia and overeating – compare development, recognition and treatment of eating disorders. 	
Nutrition and Preparation	<ul style="list-style-type: none"> • plan, prepare and evaluate foods or meals to assist with achievement of: <ul style="list-style-type: none"> – weight loss or weight gain – snacking within the context of weight loss or weight gain • plan, prepare and evaluate the effectiveness of foods in meeting the goals of weight loss or weight gain, considering: <ul style="list-style-type: none"> – different cooking methods – varying ingredients • evaluate and compare the energy value of a variety of foods. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • develop skills and techniques for the safe and sanitary handling of tools and equipment. 	

MODULE FOD203: ENERGY USE FOR HEALTH AND ACTIVITY (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Energy Use for Health and Activity. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD204: CAKE AND PASTRY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Baking Basics (FOD102)

Module Parameters: Personal or commercial food preparation facility

Canadian cuisine, whether for special occasions, holidays or meals, may be enhanced by cakes and pastries. Students will expand their knowledge and skills in the production of cake and pastry.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• discuss the role of cakes and pastries in Canadian cuisine, considering nutrition, cultural and social traditions• compare the function of ingredients in the production of cakes and pastries	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Concept Test consisting of questions on:<ul style="list-style-type: none">– nutritive and social value– function of ingredients– mixing methods– quality standards. <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	20
<ul style="list-style-type: none">• prepare and evaluate cakes and pastries, demonstrating conventional techniques	<ul style="list-style-type: none">• Practical Lab Experiences in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">– shortened cake using the two-stage method– foam cake– short crust pastry product– choux paste product– puff pastry product– filling, frosting or icing– decorated cake. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard: Cake, FOD204-1</i> <i>Product Standard Scorecard: Pastry, FOD204-2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	60

MODULE FOD204: CAKE AND PASTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of baking cakes and pastries, those components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Career Research for one or more career clusters that relate to Cake and Pastry. <i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition/ Multicultural Aspects of Food	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • discuss the nutritive value of cakes and pastries, considering: <ul style="list-style-type: none"> – sugar and fat content – energy value – variances in nutritional value of cakes and pastries 	Angel food cake versus shortened cakes.

MODULE FOD204: CAKE AND PASTRY (continued)

Concept	Specific Learner Expectations	Notes
	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • discuss the role of cakes and pastries for social occasions and/or with cultural traditions. 	
Nature of Food	<ul style="list-style-type: none"> • identify the role of key ingredients in the preparation of: <ul style="list-style-type: none"> – shortened cakes – foam cakes – short crust pastry – choux paste – puff pastry • compare methods of mixing cakes including: <ul style="list-style-type: none"> – creaming method – two-stage (high-ratio) method – foam cakes • examine methods used in the production of: <ul style="list-style-type: none"> – short crust pastry – choux paste – puff pastry. 	
Preparation	<ul style="list-style-type: none"> • demonstrate baking skills including: <ul style="list-style-type: none"> – accuracy in scaling/measurement techniques – correct mixing procedures – correct pan preparation – baking and determining doneness – altering and varying basic recipes – compensating for failures and defects • develop skills and techniques in the production of a cross-section of cakes using a variety of methods including: <ul style="list-style-type: none"> – two-stage method – foam cakes • prepare a variety of fillings, frostings and icings • use appropriate skills, tools and techniques in the assembly and artistic decoration of a cake 	<p>Angel food, sponge, chiffon cakes.</p>

MODULE FOD204: CAKE AND PASTRY (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> develop skills and techniques in the production of: <ul style="list-style-type: none"> a variety of short crust pastry products choux paste puff pastry. 	<p>Pies and tarts, sweet and savory items with varied ethnic origins. Cream puffs, eclairs.</p> <p>Sweet and savory items, with various ethnic origins.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Cake and Pastry Production. 	Commercial: Large mixer, portion scale, oven.
Management	<ul style="list-style-type: none"> evaluate cake and pastry products according to identified quality standards. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of baking cakes and pastries. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD205: YEAST BREADS AND ROLLS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Baking Basics (FOD102)

Module Parameters: Personal or commercial food preparation facility

As if by magic, yeast and the baker's skill can transform simple ingredients into mouth-watering works of art. An amazing variety of breads and buns may be produced when students understand the ingredients and the specialized skills used in working with yeast.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate an understanding of yeast and the steps involved in the preparation of a variety of yeast productsdemonstrate the skills necessary for the production of varied yeast products	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test consisting of questions on:<ul style="list-style-type: none">function of ingredientssteps in productionmixing methodssurface treatmentsvarious yeast dough productsstorage and handling <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	20
	<ul style="list-style-type: none">Practical Lab Experiences in which the student will produce a minimum of four different yeast products including breads, rolls and sweet dough products, each of which meets or exceeds the standard indicated. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD205-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	60

MODULE FOD205: YEAST BREADS AND ROLLS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of baking yeast products the components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Analysis: For at least three of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Career Research for one or more career clusters that relate to Yeast Breads and Rolls. <i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD205: YEAST BREADS AND ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate a basic understanding of yeast and the stages involved in the preparation of a variety of yeast products including: <ul style="list-style-type: none"> the types of yeast and their use the correct handling of yeast and doughs fermentation and proofing compare yeast products considering: <ul style="list-style-type: none"> the proportion of ingredients the impact of ingredients on the product compare mixing methods employed in the preparation of yeast doughs: <ul style="list-style-type: none"> straight dough method sponge dough method compare various surface treatments used with yeast breads and rolls. 	<p>Sweet dough versus bread dough. Whole wheat versus white flours.</p>
Preparation of Food	<ul style="list-style-type: none"> demonstrate baking skills important in the production of yeast breads and rolls including: <ul style="list-style-type: none"> accuracy in scaling/measurement techniques correct mixing procedures correct pan preparation baking and determining doneness altering and varying basic recipes compensating for failures and defects develop skills and techniques in the production of a wide variety of yeast breads, rolls and sweet dough products, demonstrating: <ul style="list-style-type: none"> various mixing methods a variety of shaping techniques various surface treatments. 	<p>Sweet dough products such as cinnamon buns, butterhorns.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant Yeast Breads and Rolls. 	<p>Commercial: Proofer, bun divider, mixer, oven, scales.</p>

MODULE FOD205: YEAST BREADS AND ROLLS (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • evaluate yeast breads, rolls and sweet dough products according to identified quality standards • identify appropriate storage and handling of baked yeast products. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of baking yeast breads and rolls. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD206: MILK PRODUCTS AND EGGS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Milk products and eggs are among our most widely used foods. It is important to develop your skills with them and to understand the various products available, what they contribute to cooked foods and how they are best used.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• compare various milk products considering nutritive value, processing and handling• describe the nutritive value, grading and handling of eggs• compare the role of eggs in various cooking applications	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test consisting of questions on:<ul style="list-style-type: none">– nutritional value of milk products and eggs– various forms of milk products– processing methods for milk products– care, handling and storage of milk products and eggs– specific food safety concerns with milk products and eggs– rationale for, methods and effect of cooking on milk and eggs– functions of eggs in cooking. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20
<ul style="list-style-type: none">• apply the principles of milk products cookery in the preparation of varied products• demonstrate varied methods of cooking eggs and cooking with eggs	<ul style="list-style-type: none">• Practical Lab Experiences in which the student will produce a minimum of five of the following products, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">– cooked milk product; e.g., milk sauce, cream soup or pudding– cooked cheese dish; e.g., cheesecake, macaroni and cheese	60

MODULE FOD206: MILK PRODUCTS AND EGGS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> egg dishes that demonstrate different functions of eggs: <ul style="list-style-type: none"> thickening; e.g., quiche, custard sauce leavening; e.g., foam cake, soufflé emulsifying; e.g., hollandaise sauce or mayonnaise binding; e.g., chicken fingers, hamburgers cooked egg, using moist or dry heat omelette or variation. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard: Milk Products and Eggs, FOD206-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> Analysis: For at least one of these milk products and one of these egg products, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Student Product Analysis, FODANA</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</p>
<ul style="list-style-type: none"> assess in the context of Milk Products and Eggs the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Milk Products and Eggs. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	<p>10</p>

MODULE FOD206: MILK PRODUCTS AND EGGS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instruction period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the nutritional importance of milk and milk products, including: <ul style="list-style-type: none"> significant nutrients including calcium, complete protein and vitamins A and D role of calcium from milk in regulating blood pressure and maintaining integrity of bone mass role of cheese in decreasing dental caries problems with lactose intolerance discuss the availability of a wide range of milk products with varying fat levels examine the composition and nutritional importance of eggs including: <ul style="list-style-type: none"> eggs as a source of complete protein concerns regarding cholesterol. 	<p>Osteoporosis</p> <p>Product development such as “cholesterol-free” eggs.</p>
Nature of Food	<ul style="list-style-type: none"> discuss the many available milk products including: <ul style="list-style-type: none"> key steps in the production and processing of milk products many forms of milk products identify principles for milk cookery: <ul style="list-style-type: none"> relating milk to principles of protein cookery 	<p>Fortification, homogenization, pasteurization.</p> <p>Fluid, dried, canned, yogurts, ice cream, etc.</p>

MODULE FOD206: MILK PRODUCTS AND EGGS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> – accounting for problems that may develop when milk is heated and/or exposed to chemical agents including acids, tannins and salt • describe the process for making cheese • discuss various types of cheeses considering: <ul style="list-style-type: none"> – nutritional value – key characteristics – regional and cultural significance • identify principles for cheese cookery: <ul style="list-style-type: none"> – relating cheese to principles of protein cookery – accounting for problems that may develop during cooking • identify principles of egg cookery: <ul style="list-style-type: none"> – relating eggs to the principles of protein cookery – addressing concerns regarding cooking temperature and prolonged cooking • identify the functions of eggs in cooking, including: <ul style="list-style-type: none"> – thickening agent – leavening agent – emulsifying agent – binding and/or coating agent. 	<p>Variations in fat content.</p> <p>Quiche, liaison. Soufflé.</p>
Preparation	<ul style="list-style-type: none"> • apply knowledge of milk cookery in the preparation and evaluation of a variety of cooked milk dishes • apply the principles of egg cookery in the preparation of eggs and egg dishes, using dry and moist heat cooking methods • apply the principles of cheese cookery in the preparation of foods containing cheese. 	Milk sauces, cream soups.

MODULE FOD206: MILK PRODUCTS AND EGGS (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Milk Products and Eggs. 	Commercial: Double boiler, grater-mechanical, steam-jacketed kettle.
Presentation/Service	<ul style="list-style-type: none"> • explore the many ways in which cheese and cheese products are used in foods, snacks and menus, highlighting: <ul style="list-style-type: none"> – proper service of cheese – correct storage of cheese. 	
Consumerism	<ul style="list-style-type: none"> • identify consumer skills for purchasing and consumption of milk products and eggs including understanding of: <ul style="list-style-type: none"> – grades – appropriate handling and storage – market forms – dating systems – food safety concerns. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Milk Products and Eggs. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD207: BASIC STOCKS, SOUPS AND SAUCES

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Light nutritional broths and soups begin with wholesome rich stocks. When stocks are combined with various thickening agents, hearty soups and foundation sauces are created. Students will add skills in producing basic stocks, soups and sauces to their portfolio.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• identify ingredients used in the preparation of white and brown stocks• describe key thickening and flavouring agents in the production of sauces and soups	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Concept Test consisting of questions on:<ul style="list-style-type: none">– role of stocks and sauces in cuisine– ingredients in and preparation of stocks– key thickening agents, uses and methods of preparation– finishing techniques: reduction and straining– ingredients and preparation methods for the four foundation sauces– clear, cream and self-thickened soups– flavouring agents in stocks and soups. <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	20
<ul style="list-style-type: none">• demonstrate correct techniques in the preparation and safe handling of white and brown stocks• prepare and evaluate clear and cream soups and foundation sauces	<ul style="list-style-type: none">• Practical Lab Experiences in which the student will produce a minimum of the following products, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">– one of white or brown stock– one each of clear, cream or self-thickened soup– one each of béchamel, velouté, brown and tomato sauces.	60

MODULE FOD207: BASIC STOCKS, SOUPS AND SAUCES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Basic Stocks, Soups and Sauces the components of personal adaptability that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD207-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • Analysis: For at least the stock and one of the sauces prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Basic Stocks, Soups and Sauces. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instruction period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD207: BASIC STOCKS, SOUPS AND SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • discuss stock including: <ul style="list-style-type: none"> – basic stock ingredients – preparation of white, brown, fish and vegetable stocks – importance of stock to cuisine • identify key thickening agents, including: <ul style="list-style-type: none"> – white, blond and brown roux, whitewash and cornstarch – their functions – method of preparation – applications for which they are most suited • discuss the finishing techniques of reduction and straining • discuss the foundation sauces, including: <ul style="list-style-type: none"> – béchamel, velouté, brown, tomato – key ingredients – methods of preparation – importance of cuisine • describe soups including: <ul style="list-style-type: none"> – clear soups, such as broths, bouillons, consommés – cream soups – self-thickened soups • identify flavouring agents used in stocks and soups. 	<p>Pureed soups:</p> <ul style="list-style-type: none"> – studded onion – bouquet garni – miripoix.
Preparation	<ul style="list-style-type: none"> • prepare and evaluate white and brown stocks 	<p>Using wholesome and appropriate ingredients:</p> <ul style="list-style-type: none"> – seasonings – bouquet garni – sachet. <p>Correct technique and simmering time.</p> <p>Straining tools and fat-removal techniques.</p> <p>Safe handling practices.</p>

MODULE FOD207: BASIC STOCKS, SOUPS AND SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Preparation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate and use convenience stock products • prepare, and use in a variety of applications: <ul style="list-style-type: none"> – white, blond, brown roux – whitewash – cornstarch • prepare and evaluate clear, cream and self-thickened soups • prepare and evaluate sauces, including béchamel, velouté, espanole, tomato. 	<p>Garnishes and vegetables cut attractively and uniformly.</p> <p>Rich and flavourful.</p> <p>Differences in cooking times.</p> <p>Ingredients not overcooked.</p> <p>Small batch cooking.</p> <p>Correct serving temperature.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Basic Stocks, Soups and Sauces. 	Commercial: Steam kettle, blender/ processes.
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Basic Stocks, Soups and Sauces. 	<p>What coping skills, attitudes and knowledge have developed?</p> <p>How does this relate to the student's beliefs, interest and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes)?</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD208: VEGETABLES, FRUITS AND GRAIN PRODUCTS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

The incredible variety of grain products and vegetables and fruits available to us are important for their nutritional value and the variety they add to our meals and menus. Learn how to preserve the quality of these foods as you prepare vegetables, fruits and grain products.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">demonstrate knowledge of vegetables, fruits and grain products in terms of:<ul style="list-style-type: none">variety of types and formscare, handling and storagenutritional valuerationale, methods and effect of cookingprepare and evaluate vegetables, fruits and grain products using a variety of cooking methods	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">Concept Test consisting of questions about vegetables, fruits and grain products on:<ul style="list-style-type: none">forms and types (including multicultural)season, care, handling and storagegradingrationale, methods and effect of cookingnutritional value. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p> <ul style="list-style-type: none">Practical Lab Experiences in which the student will demonstrate the following techniques, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">one moist heat cooking method for vegetables or fruits; e.g., blanching, parboiling, boiling, steaming, braising, stewingtwo dry heat cooking methods for vegetables or fruits; e.g., baking, sautéing, broiling, deep-frying, stir-fryingone example of microwave cookery of vegetables or fruits	<p>20</p> <p>60</p>

MODULE FOD208: VEGETABLES, FRUITS AND GRAIN PRODUCTS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> – one rice dish – one pasta dish – preparation of a vegetable, fruit, grain or pasta dish that illustrates an ethnic or regional influence. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD208-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	
<ul style="list-style-type: none"> • assess in the context of Vegetables, Fruits and Grain Products the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> • Analysis: For at least one of the products prepared, the student will complete an analysis of the product.. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> • demonstrate basic competencies. 	<ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Vegetables, Fruits and Grain Products. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instruction period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	10
		Integrated throughout

MODULE FOD208: VEGETABLES, FRUITS AND GRAIN PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> differentiate vegetables and fruits into meaningful categories according to: <ul style="list-style-type: none"> the part of the plant used moisture content <ul style="list-style-type: none"> high-moisture, moist-starchy, dry-starchy flavour <ul style="list-style-type: none"> mild flavoured strong flavoured colour (pigmentation) <ul style="list-style-type: none"> white—flavones green—chlorophyll red—anthocyanins yellow—carotinoids examine the changes that occur in vegetables and fruits when they are subjected to factors such as heat, varying cooking conditions and chemicals using the above information, develop and use a repertoire of general rules for vegetables and fruit cookery examine the history, the ingredients and the production methods used in the making of quality pasta products inventory the variety in the types of rice investigate and evaluate the many market forms of rice available. 	<p>Characteristics, suitability in various recipe applications.</p>
Consumerism and Food Selection	<ul style="list-style-type: none"> compare the various market forms of vegetable and fruits, demonstrating the correct care, handling and storage in each case discuss the seasonal nature of many vegetables and fruits interpret the grading system used with fresh, frozen and canned vegetables and fruits. 	

MODULE FOD208: VEGETABLES, FRUITS AND GRAIN PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • appraise the nutritive value and importance of vegetables, fruits and grains considering: <ul style="list-style-type: none"> – complex carbohydrates – as rich sources of vitamins and minerals – as sources of fibre – fat content – caloric value. 	
Preparation and Presentation	<ul style="list-style-type: none"> • apply a wide range of moist and dry heat cooking methods in the preparation of fresh, frozen and dried vegetable and fruit dishes • use a variety of cooking methods and recipe styles in the preparation of rice and rice dishes • investigate pasta varieties through the preparation of pasta dishes such as appetizers, accompaniments or entree courses • develop and use criteria and quality standards for judging cooked vegetable and fruit dishes. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Vegetables, Fruits and Grain Products. 	Commercial: Deep fryer, steamer, grill/tilt skillet, steam-jacketed kettle.
Multicultural Aspects	<ul style="list-style-type: none"> • investigate the many varieties, shapes and ethnic/regional origins of pasta • develop multicultural awareness through the preparation and serving of a variety of vegetable, fruit and grain products. 	

MODULE FOD208: VEGETABLES, FRUITS AND GRAIN PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Vegetables, Fruits and Grain Products. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD209: CREATIVE COLD FOODS

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

The preparation of cold foods today reflects influences from around the world and our desire for healthier eating. Learn to combine creativity and understanding of nutrition in the preparation of salads and sandwiches.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">demonstrate knowledge of salad, salad dressing and sandwich ingredients in terms of:<ul style="list-style-type: none">typesavailabilityhandlingnutritional value and nutrition concernscompare the various roles that salads may play in a meal or menu	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">Concept Test consisting of questions on:<ul style="list-style-type: none">types and components of saladsavailability, quality, cost, sensory qualities and types of salad ingredientsingredients and types of salad dressingshandling and types of bread for sandwichessafe handling, portioning and alternatives for sandwich fillingstypes of sandwichesmanagement of time and resources in sandwich productionnutritional value and nutritional concerns for salads and sandwichespresentation of salads and sandwiches. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20
<ul style="list-style-type: none">prepare a variety of salads, salad dressings and sandwiches employing diverse ingredients	<ul style="list-style-type: none">Practical Lab Experiences in which the student will produce and garnish a minimum of eight of the following products, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">two different salads: appetizer, accompaniment, main course, dessert	60

MODULE FOD209: CREATIVE COLD FOODS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> – two different salad dressings: mayonnaise and classic French or a variation – two different sandwiches, demonstrating moist and dry fillings – two different platters <ul style="list-style-type: none"> • cheese tray • fruit tray • meat tray • canapé tray. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD209-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	
	<ul style="list-style-type: none"> • Analysis: For at least one salad, including the dressing and one sandwich, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> • assess in the context of Creative Cold Foods the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Creative Cold Foods. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> • demonstrate basic competencies. 	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD209: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the four parts of a typical salad • compare various types of salads • discuss salad ingredients, considering: <ul style="list-style-type: none"> – availability, quality and cost – varying flavours, textures and colours – imported and exotic produce – herbs, fruits, floral blossoms, etc. • discuss salad dressings, including: <ul style="list-style-type: none"> – various oils, vinegars and flavouring agents used in dressings – permanent and temporary emulsions – basic French dressing and derivatives – mayonnaise and derivatives • discuss baked products used for sandwiches, considering: <ul style="list-style-type: none"> – the use of various types of bread – maintaining freshness – using leftover and stale bread • discuss the importance of spreads in sandwich preparation • discuss sandwich fillings, including: <ul style="list-style-type: none"> – freshness – safe food handling – portioning of solid and moist fillings – protein alternatives – vegetables • examine the variety in types of sandwiches and preparation techniques, considering: <ul style="list-style-type: none"> – management of time and resources – multicultural influences. 	<p>Base, body, garnish, dressing.</p> <p>Appetizer, accompaniment, main course, dessert.</p> <p>Season.</p> <p>Include ethnic breads.</p>

MODULE FOD209: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> compare the nutritive value of various types of salad dressings, considering: <ul style="list-style-type: none"> amount and type of fat used in dressings quantity of dressing used in salads palatability. 	<p>Discuss "light" dressings. Caesar, potato, pasta, Greek, garden, tossed, waldorf salads.</p>
Preparation	<ul style="list-style-type: none"> demonstrate the correct handling, washing and storage of salad ingredients, including: <ul style="list-style-type: none"> correct procedure for washing greens "crisping up" wilted produce prepare, using diverse ingredients, and evaluate a variety of salads including: <ul style="list-style-type: none"> appetizer salads accompaniment salads main course salads dessert salads prepare basic French dressing and variations, using a variety of oils, vinegars and flavouring ingredients demonstrate correct procedure in the production of mayonnaise and derivatives prepare a variety of sandwiches and fillings, using: <ul style="list-style-type: none"> various breads and rolls solid and moist fillings. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe and hygienic work habits when preparing cold foods demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Creative Cold Foods. 	<p>Commercial: Grater/slicer—mechanical, meat slicer, mixer, food processor.</p>

MODULE FOD209: CREATIVE COLD FOODS (continued)

Concept	Specific Learner Expectations	Notes
Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate the appropriate use of various tools in creating garnishes for use with cold foods • developing creativity and flair in the assembly, presentation and garnishing of various salads and sandwiches focusing on: <ul style="list-style-type: none"> – creating eye appeal and appetizing colour, flavour and texture combinations – efficient use of time and resources. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Creative Cold Foods. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD210: BASIC MEAT COOKERY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Every cut of meat can be tender and delicious if the differences between cuts of meat, tenderizing and cooking methods are understood. Since meats are an important and costly part of meals, these are critical skills to develop.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">explain the importance of inspection and grading of meats to the consumerexplain the factors that affect the tenderness of meat, both before and as a result of cookingselect appropriate cooking methods for a wide variety of cuts of meat	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test consisting of questions on:<ul style="list-style-type: none">processing of animal into saleable carcassgrading systemcriteria for evaluating meat qualitynutritional value and health concerns with meatwholesale and retail cutsfactors affecting tenderness of meatsmoist and dry heat cooking methods and variationseffect of heat, chemical and mechanical tenderizing on meatsafe handling procedures. <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	20
<ul style="list-style-type: none">prepare and evaluate various cuts of meat, employing moist and dry heat cooking methodsdemonstrate safe practices in the handling and preparation of meats	<ul style="list-style-type: none">Practical Lab Experiences in which the student will use the following methods in the preparation of meats, each of which meets or exceeds the standard indicated:<ul style="list-style-type: none">two different moist heat methodstwo different dry heat methodsone example of chemical tenderizingone example of mechanical tenderizing. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD210-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	60

MODULE FOD210: BASIC MEAT COOKERY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> assess in the context of Basic Meat Cookery the components of personal adaptability that may be significant for career choices demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <i>Assessment Tool</i> <i>Product Analysis, FODPAN</i> <i>Standard</i> <i>All sections have been completed accurately</i> Career Research for one or more career clusters that relate to Basic Meat Cookery. <i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>10</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Consumerism/Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> examine the scope and importance of Alberta's meat industry identify the key steps in transforming the live animal into wholesale and retail cuts 	Including inspection and grading.

MODULE FOD210: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • discuss criteria for evaluating meat quality • interpret the grading system for beef. 	
Nutrition	<ul style="list-style-type: none"> • examine the nutritional importance of meat including: <ul style="list-style-type: none"> – complete protein – varying levels and types of fat – iron • discuss current health concerns about meat including: <ul style="list-style-type: none"> – myths about consumption of red meats – cholesterol. 	
Nature of Food	<ul style="list-style-type: none"> • examine the factors that contribute to the tenderness of meat • describe the key divisions (wholesale cuts) and the retail cuts of the carcass, identifying the degree of tenderness of each cut • examine the effect of heat on liquids, proteins and fats in meat • compare moist and dry heat cooking methods, examining their effect on meat • categorize and discuss the various types of dry and moist heat cooking used with meat • explain chemical and mechanical methods of tenderizing meat prior to cooking including: <ul style="list-style-type: none"> – marinating in acid – enzymative tenderizers – pounding, scoring and grinding. 	

MODULE FOD210: BASIC MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> prepare various cuts of meat, employing a cross-section of moist and dry heat cooking methods, focusing on: <ul style="list-style-type: none"> preserving tenderness in tender cuts developing tenderness in less tender cuts maximizing yields determining portion sizes achieving optimum flavour and palatability utilize a variety of chemical and mechanical methods to tenderize meats prior to cooking. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Basic Meat Cookery. 	Commercial: Oven, boiler, grill deep fryer, delicator (electric meat tenderizer), portion scale.
Career Exploration/Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Basic Meat Cookery. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD211: FISH AND POULTRY

Level: Intermediate

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Fish and poultry are enjoyed for their nutritional value and the delicious variety they add to meals and menus. Many new skills are developed as the student learns to select, handle and prepare them.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate knowledge of the variety of fish and poultry products available considering:<ul style="list-style-type: none">types, forms and gradesnutritional valuerationale, methods and effect of cookingexplain the rationale for safe handling and appropriate storage of fish and poultrydemonstrate the safe handling and appropriate storage of fish and poultry	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test consisting of questions on:<ul style="list-style-type: none">nutritional value of fish and poultryinspection and grading of poultry productsforms of poultry, fish and seafoodquality criteria for fish and seafoodparticular food safety concerns and handling procedures for poultry, fish and seafoodcomposition and structure of poultry, fish and seafoodeffect of the moist and dry heat cooking methods used with poultry, fish and seafood. <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	20
	<ul style="list-style-type: none">Practical Lab Experiences in which the student will demonstrate a minimum of four of the following methods in the preparation of fish and poultry, each of which meets criteria for quality products:<ul style="list-style-type: none">filleting and portioning of fishcutting and boning of poultrypreparatory skills and techniques to the cooking of fish and poultrycarving of cooked poultry. <i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD211-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	30

MODULE FOD211: FISH AND POULTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate boning, filleting, carving, finishing and presentation techniques with a variety of fish and poultry 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will demonstrate the following methods in the preparation of fish and poultry, each of which meets or exceeds the standard indicated: <ul style="list-style-type: none"> coating, breading or battering fish or poultry one dry heat method for cooking fish one moist heat method for cooking fish one dry heat method for cooking poultry one moist heat method for cooking poultry. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FOD211-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> Analysis: For at least one of the fish and one of the poultry products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Fish and Poultry. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> assess in the context of Fish and Poultry the components of personal adaptability that may be significant for career choices 		

MODULE FOD211: FISH AND POULTRY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> examine the nutritional value of fish, seafood and poultry, including: <ul style="list-style-type: none"> complete protein amount and type of fat concerns over cholesterol effect of preparation method on nutritional value. 	Deep-fried versus poached.
Consumerism and Food Selection	<ul style="list-style-type: none"> discuss the many domestic and game birds available as inspected and graded products in Alberta compare various poultry products available considering: <ul style="list-style-type: none"> grading forms of poultry range of convenience products categorize fish and seafood considering: <ul style="list-style-type: none"> important commercial varieties basic market forms develop and employ criteria for distinguishing fish and seafood quality and freshness. 	

MODULE FOD211: FISH AND POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> relate the perishable nature of poultry with safe and sanitary handling practices and the prevention of food-borne illness demonstrate correct handling and storage procedures for fish and seafood handling: <ul style="list-style-type: none"> safeguarding against odour avoiding cross-contamination demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Fish and Poultry. 	Commercial: Deep fryer.
Nature of Food	<ul style="list-style-type: none"> examine the composition and structure of poultry compare the effect of moist and dry heat cooking methods on various forms of poultry examine the composition and structure of fish and seafood discuss the effect of moist and dry heat cooking methods on various types of fish and seafood. 	
Preparation and Presentation	<ul style="list-style-type: none"> demonstrate a variety of skills and techniques preparatory to the cooking of poultry dishes, including: <ul style="list-style-type: none"> cutting and boning trussing, barding stuffings and bread dressings coatings, breadings and batters develop a repertoire of moist and dry heat cooking methods, highlighting: <ul style="list-style-type: none"> methods well suited to poultry popular preferences multicultural influences determine doneness in cooked poultry demonstrate appropriate carving and presentation techniques for cooked poultry 	

MODULE FOD211: FISH AND POULTRY (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> utilize both flat and round fish in the production of ready-to-cook fish products demonstrating: <ul style="list-style-type: none"> – dressing and filleting – boning smaller fish develop a repertoire of fish and seafood dishes that utilize moist and dry heat cooking methods and reflect traditional and popular dishes from around the world employ appropriate tests for doneness recognizing the unique nature of fish and seafood practice varied finishing and presentation techniques for fish and seafood. 	Stuffed and baked whole fish, pan frying “a la meuniere”, baking “en papillote”.
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of fish and poultry cookery. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student’s beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD212: ADAPTING MEAL PLANNING TO LIFESTYLES

Level: Intermediate

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Busy schedules and strained budgets are just two of many challenges that face us when we plan meals. Learn strategies for creating satisfying meals, no matter what the circumstances are!

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• assess the impact of evolving eating trends on individuals, families and the community• develop strategies for food planning to satisfy the needs of individuals and families from a variety of circumstances	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Analysis: the student demonstrates understanding of:<ul style="list-style-type: none">– internal and external factors that affect eating patterns of the individual, family and community– analyzes the impact of a given eating pattern on a family. <i>Assessment Tool</i> <i>Analysis: Adapting Meal Planning to Lifestyles, FOD212-1</i> <i>Standard</i> <i>All sections have been completed accurately</i>	10
	<ul style="list-style-type: none">• Project in which the student applies the principles of food planning to develop healthy menus for one week for a family with a selected constraint:<ul style="list-style-type: none">– limited budget– limited time– staggered family schedules– eating away from home– limited cooking facilities. <i>Assessment Tool</i> <i>Research: Adapting Meal Planning to Lifestyles, FOD212-2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i>	30

MODULE FOD212: ADAPTING MEAL PLANNING TO LIFESTYLES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare and evaluate foods and meals to meet the needs of individuals and families from a variety of circumstances 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student selects, prepares and evaluates at least three meals to demonstrate strategies for coping with different limitations including: <ul style="list-style-type: none"> – limited budget – limited time – staggered family schedules – eating away from home – limited cooking facilities. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard, FODLAB212-3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> Analysis: For at least two of these meals, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Adapting Meal Planning to Lifestyles. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD212: ADAPTING MEAL PLANNING TO LIFESTYLES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Weighting %
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Consumerism/Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> evaluate the relationship eating patterns of individuals and families with factors including: <ul style="list-style-type: none"> values and goals resources culture stages in the life cycle evaluate the impact on eating patterns of individuals and families of external factors such as: <ul style="list-style-type: none"> media marketplace availability of foods differentiate eating patterns that have evolved from lifestyles in the local community relate eating patterns to psychological, social and cultural needs of individuals, families and communities compare alternatives for eating out, discussing the various aspects of eating patterns analyze marketing strategies employed in food stores and/or eating out. 	<p>Money, time, skills.</p> <p>Fine dining, family style restaurants, fast foods, etc.</p>

MODULE FOD212: ADAPTING MEAL PLANNING TO LIFESTYLES (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> analyze whether eating patterns satisfy nutritional needs. 	<p>What effect does income have on nutritional value of foods chosen?</p> <p>Compare food choices (and nutritional value) for families of varying socioeconomic status.</p>
Management	<ul style="list-style-type: none"> design and evaluate meals through application of principles for food planning develop strategies to enhance flexibility in managing resources and satisfying the food needs of individuals and families assess his or her own diet through application of principles for food planning formulate alternatives for satisfactorily meeting the food needs of individuals and families within the constraints of various eating patterns and lifestyles. 	<p>Limited budget, limited time, limited skills.</p> <p>Plan a week of healthy menus within a given budget, e.g., limited budget, limited time, staggered family schedules, living alone, eating away from home.</p>
Preparation	<ul style="list-style-type: none"> apply the principles of cookery in the preparation of foods and meals for different limitations. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Adapting Meal Planning to Lifestyles. 	

MODULE FOD212: ADAPTING MEAL PLANNING TO LIFESTYLES (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Adapting Meal Planning to Lifestyles. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD213: VEGETARIAN CUISINE

Level: Intermediate

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

A vegetarian diet can be very wholesome, but it requires more than eliminating meats, or even all animal products, from the diet. Learn how to choose foods and some great new ways to prepare them to create a healthy vegetarian diet.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> examine the rationale for various vegetarian eating patterns distinguish the critical nutritional elements of wholesome vegetarian eating 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Concept Test in which the student demonstrates understanding of: <ul style="list-style-type: none"> spectrum of and motivating factors for vegetarian eating patterns barriers to wholesome vegetarian eating patterns protein and protein complementarity calories, fat, fibre, iron, calcium and Vitamin B₁₂ in vegetarian eating patterns nutritional value, palatability, cost, cooking and uses for tofu and legumes nutritional value of foods for ovo/lacto and vegan vegetarians availability, nutritional value, palatability and role of meat substitutes food selection for eating out with a vegetarian eating pattern acceptability of foods for vegetarian eating pattern. <p><i>Assessment Tool</i> <i>Food for Today Section Quizzes</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	15
<ul style="list-style-type: none"> evaluate foods and develop meal plans suitable for vegetarian eating patterns 	<ul style="list-style-type: none"> Project in which the student develops and analyzes meal plans for ovo/lacto or vegan vegetarians for at least three days. <p><i>Assessment Tool</i> <i>Analysis: Vegetarian Meal Plans, FOD213-1</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	15

MODULE FOD213: VEGETARIAN CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare and present foods within the context of vegetarian meal planning 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares, presents and evaluates a minimum of five of the following foods for vegetarian eating patterns, each of which meets criteria for quality products: <ul style="list-style-type: none"> dish featuring tofu main course dish featuring legumes soup, salad or dip featuring legumes dish emphasizing milk products dish emphasizing eggs “portable” food soy product. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard FOD213–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	50
	<ul style="list-style-type: none"> Analysis: For at least two of the foods prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Vegetarian Cuisine. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR–2</i> <i>Foods Reflection Log A, FODREF–A or</i> <i>Foods Reflection Log B, FODREF–B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout
<ul style="list-style-type: none"> assess in the context of Vegetarian Cuisine the components of personal adaptability that may be significant for career choices 		
<ul style="list-style-type: none"> demonstrate basic competencies. 		

MODULE FOD213: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> differentiate between vegetarian eating patterns including: <ul style="list-style-type: none"> – vegan – ovo – lacto – ovo/lacto – incorporation of vegetarian foods within conventional eating pattern compare factors that motivate individuals and groups to follow vegetarian eating patterns, including: <ul style="list-style-type: none"> – traditional dietary patterns – religion – ethical/moral considerations – health concerns – economic assess barriers to wholesome vegetarian eating patterns, considering: <ul style="list-style-type: none"> – reliability of nutrition information – palatability – conventional attitudes toward eating patterns – time required for preparation of some pulses. 	
Nutrition	<ul style="list-style-type: none"> examine the provision of adequate proteins considering factors including: <ul style="list-style-type: none"> – essential amino acids – non-essential amino acids – protein complementarity – biological value of protein foods examine the provision of adequate: <ul style="list-style-type: none"> – Vitamin B₁₂ – iron – calcium – calories <p>through vegetarian eating patterns</p>	

MODULE FOD213: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess the nutritional advantages of vegetarian eating patterns, considering: <ul style="list-style-type: none"> – fat content – fibre content • analyze tofu as a vegetarian food choice, considering factors including: <ul style="list-style-type: none"> – nutritional value – palatability – availability – cultural significance – cost • inventory and evaluate meat substitutes, considering factors including: <ul style="list-style-type: none"> – availability – nutrition labelling and information – palatability – cost – convenience – need for and role of additives – adaptability to conventional meal patterns • assess alternatives for following a vegetarian food pattern when eating out, considering factors including: <ul style="list-style-type: none"> – diversity of choice – palatability – reliability of nutrition information – cost. 	
Management	<ul style="list-style-type: none"> • formulate strategies for increasing the acceptability of vegetarian foods, considering factors such as: <ul style="list-style-type: none"> – familiarity of foods and dishes – personal biases about foods – conventional notions about meal planning – sensory appeal foods • adapt meal plans to incorporate vegetarian protein sources. 	“Meat and potatoes”.

MODULE FOD213: VEGETARIAN CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • develop a repertoire of vegetarian foods through selection, planning, preparation, presentation and evaluation of a variety of foods including: <ul style="list-style-type: none"> – dishes containing tofu – dishes containing legumes – dishes appropriate for ovo/lacto eating patterns – foods that demonstrate protein complementarity – “portable” foods appropriate for vegetarian eating patterns – soy product. 	<p>Drinks, stir-fried, in casseroles.</p> <p>Soups, dips, salads, main courses.</p> <p>Quiches, souffles, frittatas, omelets.</p> <p>Nut/bean, grain/bean combinations.</p> <p>Sandwich fillings, dips.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Vegetarian Cuisine. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Vegetarian Cuisine. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student’s beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD214: RUSH HOUR CUISINE

Level: Intermediate

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Too little time or energy to cook? Learn unique ways to create delicious and nutritious dishes quickly and easily from simple ingredients and prepared and convenience foods.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• evaluate the influence of lifestyle and resources on the provision of nutritious and satisfying foods• investigate and evaluate alternatives to enhance the ease and speed of food preparation	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Research Project: the student demonstrates in-depth understanding of:<ul style="list-style-type: none">– effect of lifestyle on eating patterns and nutritional status– use of resources in provision of food– factors influencing use of prepared and convenience foods– three different prepared or convenience foods– a time-saving appliance or piece of equipment. <p><i>Assessment Tool</i> <i>Research: Rush Hour Cuisine, FOD214–1</i> <i>Comparison: Time-saving Techniques/Adaptations, FOD214–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	30

MODULE FOD214: RUSH HOUR CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • adapt, prepare and evaluate foods to enhance ease and speed of preparation • develop creativity and flair in presentation of foods 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Practical Lab Experiences in which the student prepares, presents and evaluates foods to demonstrate speed and ease of preparation, each of which meets or exceeds the standard indicated including: <ul style="list-style-type: none"> – three foods demonstrating different techniques using time-saving appliances or equipment – three dishes adapted to incorporate prepared and/or convenience foods. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard: Rush Hour Cuisine, FOD214–3</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	60
<ul style="list-style-type: none"> • assess in the context of Rush Hour Cuisine the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Rush Hour Cuisine. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR–2</i> <i>Foods Reflection Log A, FODREF–A or</i> <i>Foods Reflection Log B, FODREF–B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> • demonstrate basic competencies. 	<ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD214: RUSH HOUR CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition, Management, Consumerism and Food Selection	<p><i>The student should:</i></p> <ul style="list-style-type: none"> analyze the effect of lifestyle on the eating patterns and the nutritional status of individuals and families compare alternatives in management of resources of the provision of food evaluate prepared and convenience foods, considering: <ul style="list-style-type: none"> availability nutritional value resource use palatability examine the role of food additives in prepared and convenience foods examine technologies employed in the processing of prepared and convenience foods evaluate equipment and appliances that facilitate food preparation tasks and cooking considering: <ul style="list-style-type: none"> comparison with conventional methods/ equipment function time and energy savings cost versatility. 	<p>Equipment, eating out, prepared, convenience foods.</p> <p>Time, money, skill, equipment.</p>
Preparation and Presentation	<ul style="list-style-type: none"> investigate prepared and convenience foods through application of basic principles of cookery and comparison to conventional foods modify, prepare and evaluate foods and/or food preparation techniques to satisfy the demands of rush hour cuisine through: <ul style="list-style-type: none"> adapting foods and techniques for time-saving appliances and equipment incorporating prepared and convenience foods 	<p>Food processors, microwave, convection ovens.</p> <p>Evaluate for nutrition, resource use and palatability.</p>

MODULE FOD214: RUSH HOUR CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> enhance the palatability and aesthetic appeal of foods through varied presentation techniques. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> develop skills and techniques for the safe and sanitary handling of tools and equipment. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Rush Hour Cuisine. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD215: FOOD SAFETY AND SANITATION

Level: Intermediate

Theme; Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Food-borne illness is a concern whenever food is handled. Food safety and sanitation training is essential in occupations dealing with food: success in this module will be a definite asset for the student's résumé.

Note 1: Because of the theoretical emphasis in this module, consideration might be given to complementing this module with a more practical or project module.

Note 2: Tourism Studies students may achieve the competencies in this module without participating in preparation.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• demonstrate understanding of the relationship between foods, micro-organisms and food-borne illness• explain measures to prevent food contamination and to control the growth of micro-organisms in food• examine the role of regulatory agencies and safety programs such as WHMIS in maintaining a safe and sanitary environment	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">– composition of foods and potential for food-borne illness– growth and reproduction of micro-organisms – risks, types, symptoms and prevention of food-borne illness– food safety procedures for receiving, handling and storage of food and equipment– Workplace Hazardous Materials Information System (WHMIS)– regulatory agencies, legislation and inspection procedures. <p><i>Assessment Tool</i> <i>Professional Cooking – Instructor's Manual</i> <i>Food Safe Program Test Bank</i> <i>National Safety and Sanitation Training Program Test Bank (NSSTP)</i></p> <p><i>Standard</i> <i>Score 65% on assigned questions</i></p>	40

MODULE FOD215: FOOD SAFETY AND SANITATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate the purchasing, management, production and/or presentation of safe wholesome food consistent with Section 43 of the <i>Public Health Act</i> Food Regulation 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student analyzes and/or demonstrates appropriate food safety knowledge, skills and attitudes in: <ul style="list-style-type: none"> handling and storing food preparing food cooking food serving food maintaining an existing quality control program. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Food Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Meet applicable criteria on FODSSC—a minimum of four times</i></p>	50
<ul style="list-style-type: none"> assess in the context of Food Safety and Sanitation the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Food Safety and Sanitation. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level,--</i> <i>FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD215: FOOD SAFETY AND SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> relate the composition of foods to their potential for food-borne illness, including: <ul style="list-style-type: none"> moisture content and pH foods with natural protective barriers normal micro-organisms associated with foods. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> differentiate between enzymes and various micro-organisms, considering: <ul style="list-style-type: none"> their potential for causing food spoilage and/or food-borne illness the useful role played by some of these with foods examine growth and reproduction of micro-organisms considering: <ul style="list-style-type: none"> hospitable environments effect of temperature (hot or cold) effect of pH presence/absence of oxygen chemicals distinguish between food infection and food intoxication identify significant micro-organisms responsible for food-borne illness, considering: <ul style="list-style-type: none"> sources of the micro-organisms symptoms of food-borne illness demonstrate understanding and employ measures to control food contamination and growth of micro-organisms in food including: <ul style="list-style-type: none"> personal hygiene cross-contamination temperature control pest and garbage control cleaning and sanitation of equipment and utensils identify procedures for receiving, handling and storage of food and equipment explain the importance of WHMIS. 	<p>Bacteria, yeasts, molds, parasites and viruses.</p> <p>Discuss refusing products and avoiding products.</p>

MODULE FOD215: FOOD SAFETY AND SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify potentially high risk food preparation areas • manage a program of quality controls and assurances, through identification and monitoring of critical control points • discuss the role of the public health inspector, federal, provincial and local food regulations and other regulatory legislation. 	
Preparation and Presentation	<ul style="list-style-type: none"> • analyze and/or demonstrate methods of storing, preparing, cooking and serving foods in a safe and sanitary manner. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Food Safety and Sanitation. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD216: FOOD VENTURE

Level: Intermediate

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Food is a great way to satisfy the customer's needs! Learn how by joining the "food venture". (For students with entrepreneurial spirit!)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate food safety knowledge, skills and attitudes for the preparation and service of appropriate foods for an identified clientele	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test in which student demonstrates understanding of:<ul style="list-style-type: none">sanitation standards, safe handling practices and appropriate storage of foodssafe use of tools and equipment. <i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder)</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of the questions</i>	15
<ul style="list-style-type: none">develop and implement a business plan for a food venture	<ul style="list-style-type: none">Project Plan alone or as a group, students will plan a food venture including:<ul style="list-style-type: none">description of product/servicedescription of customer and/or target marketfood and/or menu planssuppliersinitial and operating costssales projectionmanagement systems and standardsfinancial analysesrevisions to the plan based on the strengths and weaknesses identified after implementation of the venture. <i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: Food Venture, FOD216-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i> <i>All sections have been completed accurately</i>	25

MODULE FOD216: FOOD VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> test, prepare, produce and evaluate food for a food venture 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student selects, adapts, prepares, tests, produces, presents and evaluates food for the venture. During the production phase, proper food safety and sanitation techniques will be followed and food will consistently meet criteria for quality products. <p><i>Assessment Tool</i> <i>Product Standard Scoreboard, FOD216-2</i> <i>Food Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> Analysis: For at least one of the products prepared, the student will complete an analysis of the product. <p><i>Assessment Tool</i> <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> assess in the context of a food venture the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Food Venture. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD216: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explain and demonstrate the need for sanitation standards to produce and serve food • demonstrate safe use of tools and equipment • demonstrate safe handling and storage of food including: <ul style="list-style-type: none"> – shelf life – stock rotation – storage temperatures and conditions – handling and serving precautions. 	
Management	<ul style="list-style-type: none"> • investigate existing food ventures within the school and community • investigate student-directed food venture opportunities • develop a business plan for a food venture including: <ul style="list-style-type: none"> – initial cost – operating cost – operating standards – food and/or menu plans – marketing strategies – financing possibilities • develop monitoring procedures for the production of food: <ul style="list-style-type: none"> – implementing quality controls – monitoring inventory. 	<p>Identify the customer. Where are the customers? Motivational strategies.</p>
Ecology	<ul style="list-style-type: none"> • examine ecological concerns relevant to the food venture. 	<p>Packaging materials, recycling, disposables versus reusables, etc.</p>

MODULE FOD216: FOOD VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> prepare, evaluate and adapt test foods, considering: <ul style="list-style-type: none"> appropriateness to the food venture adaptations necessary for the food venture describing standards for the food packaging and presentation develop consistency and efficiency in the preparation, presentation/packaging of the food product to the consumer. 	<p>Will it keep? Is it appealing to the customer? What are the costs?</p> <p>Portioning, controls? Adjustments to recipe, methods, etc.?</p> <p>What will increase the food's appeal? What is the function of the packaging?</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of the Food Venture. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE FOD217: INTERNATIONAL CUISINE

Level: Intermediate

Theme: Social and Cultural

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Cultures reveal themselves through their foods and their food customs. Discover other cultures by exploring their cuisine. Learn a variety of international cooking techniques, use specialized tools; prepare food for a typical day, or for a festival!

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• examine the relationship of food to culture• compare cultures through examination of the role of food in a variety of cultures	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Research Project in which the student examines and compares a minimum of two international cuisines in terms of:<ul style="list-style-type: none">– availability of foods– acceptability of foods– role of food in transmitting culture– food sensibilities– nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals.. <p><i>Assessment Tool</i> <i>Research: International Cuisine, FOD217-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	40

MODULE FOD217: INTERNATIONAL CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare, present and evaluate foods representative of a variety of cultures 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares and presents cultural foods, each of which meets or exceeds the standard indicated including: <ul style="list-style-type: none"> preparation techniques characteristic of two cuisines compares typical foods representative of a minimum of two food groups from two cuisines two foods from different cuisines to demonstrate the commonality of foods across cultures; e.g., wrapped foods one dish that represents the symbolic value of food. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB 2A or 2B</i> <i>Product Standard Scorecard FOD217-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	50
<ul style="list-style-type: none"> assess in the context of International Cuisine the components of personal adaptability that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to International Cuisine. <p><i>Assessment Tool</i> <i>Career Research: Intermediate Level, FODCAR-2</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD217: INTERNATIONAL CUISINE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Food Selection and Multicultural Aspects of Food</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> investigate factors that determine the availability of foods in a variety of cultures including: <ul style="list-style-type: none"> climate, geography: staple foods economy infrastructure (transportation) technology regionalization of foods food preparation and preservation techniques investigate factors that influence the acceptability of foods in a variety of cultures including: <ul style="list-style-type: none"> values religion superstitions, taboos, beliefs history ethnicity investigate the role of food in transmitting culture including: <ul style="list-style-type: none"> significance of food in maintaining traditions role of food in celebrations traditional meal patterns traditional gender roles in acquisition and preparation of foods. 	

MODULE FOD217: INTERNATIONAL CUISINE (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> compare means by which nutritional needs are met within cultures. 	
Preparation and Presentation	<ul style="list-style-type: none"> analyze and apply principles of cookery in the preparation of cultural foods explore food aesthetics within cultures, considering: <ul style="list-style-type: none"> seasonings characteristic food and flavour combinations demonstrate preparation techniques characteristic of various cultures investigate specialized equipment used in food preparation compare types of foods found across cultures. 	Breads, wrapped foods, etc.
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to International Cuisine. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of International Cuisine. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Foods.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module FOD301:	Food through the Life Cycle	F.3
Module FOD302:	Nutrition and Digestion	F.9
Module FOD303:	Creative Baking	F.15
Module FOD304:	Advanced Yeast Products	F.19
Module FOD305:	Classic and Nouveau Soups and Sauces	F.23
Module FOD306:	Creative Food Presentation	F.27
Module FOD307:	Short Order Cooking.....	F.31
Module FOD308:	Advanced Meat Cookery	F.37
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Module FOD310:	Entertaining with Food	F.45
Module FOD311:	Food Processing	F.49
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Module FOD314:	Cuisine of a Culture of Choice	F.65

MODULE FOD301: FOOD THROUGH THE LIFE CYCLE

Level: Advanced

Theme: Nutrition

Prerequisite: Beyond Canada's Food Guide (FOD201)

Module Parameters: Personal or commercial food preparation facility

Throughout our life cycle food plays an important role in our physical, emotional and social well-being. Understanding how our needs change helps us meet the challenges of each stage in the life cycle. Learn preparation techniques and develop skills for adapting foods to satisfy all ages.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">examine the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle and for individuals with special needs	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">Research Project in which the student researches and plans a one-day menu for a minimum of two of the following:<ul style="list-style-type: none">pregnant womaninfanttoddlerseniordiabeticindividual with food allergies.Menu should include age-appropriate foods to achieve optimum nutrition. <p><i>Assessment Tool</i> <i>Research: Life Cycle Menu Development, FOD301-1</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	40

MODULE FOD301: FOOD THROUGH THE LIFE CYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare and evaluate foods for the enhancement of wellness throughout the life cycle 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares and evaluates four of the following foods, each of which meets criteria for quality products and which: <ul style="list-style-type: none"> adapt a family meal to incorporate the preparation of baby food incorporate a food or food-related activity to contribute to a toddler's intellectual or motor development enhance calcium intake for a pregnant or breastfeeding woman accommodate a constraint experienced by seniors; e.g., homebound, eating for one, lack of skill or motivation meet the needs of an individual with special food needs such as diabetes or allergies, etc. meet the food needs of an individual who copes with challenges to mobility, dexterity, vision, etc. <p><i>Assessment Tool</i> <i>Lab Assessment Form, FODLAB3A or 3B</i> <i>Product Analysis: Special Needs, FODPAS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	40
<ul style="list-style-type: none"> evaluate community nutrition programs 	<ul style="list-style-type: none"> Research Project in which the student analyzes a community nutrition program. <p><i>Assessment Tool</i> <i>Research: Community Nutrition Program Analysis, FOD301-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	10
<ul style="list-style-type: none"> assess in the context of Food Through the Life Cycle the components of personal adaptability and labour market dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Food Through the Life Cycle. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD301: FOOD THROUGH THE LIFE CYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources acting ethically teamwork and leadership. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> apply basic nutrition concepts in the analysis of food needs at various stages in the life cycle, including: <ul style="list-style-type: none"> prenatal development infants toddlers children adolescents adults seniors evaluate the nutritional adequacy of individual foods, meals and eating patterns. 	

MODULE FOD301: FOOD THROUGH THE LIFE CYCLE (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> investigate barriers to adequate nutrition at various stages in the life cycle and formulate plans to improve nutritional status of individuals develop plans for enhancing the intellectual and physical development of infants and young manipulative investigate the role of feeding in meeting emotional and social needs at various stages in the life cycle appraise the impact on the individual of social interactions involving food at various stages in the life cycle evaluate the role of feeding with the development and maintenance of self-esteem at various stages in the life cycle propose methods to maintain and enhance emotional and social wellness through food at various stages in the life cycle. research and evaluate community nutrition programs considering: <ul style="list-style-type: none"> target group program rationale delivery strategies program effectiveness 	<p>Activities such as handling food enhance development of eye/hand coordination, or gross and small motor development.</p> <p>Community kitchens, Meals on Wheels, Nutrition at School programs, Canadian Diabetic Association, health units, community nutritionist, public health nurse, day cares and pre-schools, senior citizen complexes, nursing homes, home economics, human ecology, dietetics.</p>

MODULE FOD301: FOOD THROUGH THE LIFE CYCLE (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan, prepare, present and evaluate foods with a view to enhancing physical, psychological and social wellness through food at various stages in the life cycle • adapt foods, food patterns and food preparation techniques to meet particular needs of individuals • evaluate the physical and emotional effect of dietary restrictions on individuals and their families. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Food Through the Life Cycle. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Food Through the Life Cycle • differentiate between various occupational and entrepreneurial roles related to Food Through the Life Cycle. 	

MODULE FOD302: NUTRITION AND DIGESTION

Level: Advanced

Theme: Nutrition

Prerequisite: Beyond Canada's Food Guide (FOD201)

Module Parameters: Personal or commercial food preparation facility

Through an understanding of nutrition and how our bodies process food, students examine current nutritional theories/issues and dietary needs.

Note: This module will be appropriate for Community Health students interested in developing understanding of nutrition and digestion. Practical experiences in meeting food needs of various individuals may not require the student to prepare the foods.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• integrate knowledge of nutrients with understanding of the processes of digestion, absorption and metabolism• examine the role of water, minor vitamins and minerals in achieving and maintaining wellness	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test in which student demonstrates understanding of:<ul style="list-style-type: none">– digestion, absorption and metabolism of carbohydrates, fats and proteins and corresponding changes in their structures– chemical structure, fuel factors of carbohydrates, fats and proteins– roles of glucose, glycogen, high- and low-density lipoproteins, complete and incomplete proteins– role of water in the body– functions, sources and deficiency symptoms of: Vitamins E, K, B₆, B₁₂, Folic acid, sodium, potassium, phosphorous, iodine, zinc– factors that affect nutrient intake– effect of cooking and processing on nutrients. <p><i>Assessment Tool</i> <i>Food for Today Testing Program</i> <i>Food for Life Teacher Resource</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20

MODULE FOD302: NUTRITION AND DIGESTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> relate nutrient intake, food patterns and diet therapies with prevention and management of disease evaluate current nutrition controversies 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Research Project in which the student: <ul style="list-style-type: none"> plans meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the <i>Nutrition Recommendations for Canadians</i> plans meals for a minimum of one day within the constraints of a selected diet-related disease interprets nutrition labels from a minimum of three foods representative of three food groups evaluates a current nutrition controversy or food practice. <p><i>Assessment Tool</i> <i>Food Label Analysis, FOD201-1</i> <i>Food Intake Analysis, FODFIA</i> <i>Research: Nutrition and Digestion, FOD302-1</i> <i>Nutrition Information Analysis, FODNIA</i> <i>DINE Healthy, computerized dietary analysis</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	30
<ul style="list-style-type: none"> plan (and/or prepare) and evaluate foods and meal plans for nutrient composition 	<ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares and evaluates the following foods, each of which meets criteria for quality products: <ul style="list-style-type: none"> a food appropriate for dietary management of a diet-related disease at least three foods selected to improve the intake of different nutrients a food that demonstrates an acceptable carbohydrate/fat/protein ratio. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Analysis: Special Needs, FODPAS</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	40

MODULE FOD302: NUTRITION AND DIGESTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Nutrition and Digestion the components of adaptability and work dynamics that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Nutrition and Digestion. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

MODULE FOD302: NUTRITION AND DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
Nutrition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate the organs of the digestive system with the physical and chemical breakdown of nutrients • explain the role of enzymes in the digestive process • discuss food sources of carbohydrates, fats and proteins and the body's need for these nutrients • relate changes in the structure of carbohydrates, fats and proteins with their digestion, absorption and metabolism • compare fuel factors for carbohydrate, fat and protein • differentiate between monosaccharides, disaccharides and polysaccharides • describe the roles of glucose and glycogen in the body • describe the storage of excess energy as fat in the body • differentiate between the impact of high-density and low-density lipoproteins on the health of the heart and blood vessels • distinguish between dietary and serum cholesterol in predicting the risk of heart disease • compare essential and non-essential amino acids • contrast the digestion, absorption and utilization of vitamins and minerals with the energy providing nutrients • examine the role of water in the body • explain the function and identify sources of the minor vitamins: <ul style="list-style-type: none"> – Vitamin E – Vitamin K – Vitamin B₆ – Vitamin B₁₂ – Folacin • relate inadequate intake of these vitamins with deficiency symptoms and/or diseases 	

MODULE FOD302: NUTRITION AND DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain the function and identify sources of minerals: <ul style="list-style-type: none"> sodium potassium phosphorous iodine zinc relate inadequate intake of these minerals with deficiency symptoms and/or diseases identify factors that contribute to inadequate intake of vitamins and minerals. 	
Management	<ul style="list-style-type: none"> examine the role of dietary management in various diet-related diseases assess the psychological and social impact on individuals of adherence to diet therapy distinguish strategies for increasing the acceptability of diet therapy to individuals. 	<p>Diabetes, food allergies, celiac disease, lactose intolerance, hypertension.</p> <p>Interview diabetic student.</p>
Consumerism	<ul style="list-style-type: none"> interpret nutrition labelling evaluate nutrient content of foods and meal plans according to Recommended Nutrient Intake tables formulate criteria for evaluating nutrition information and misinformation inventory and evaluate current nutrition controversies evaluate given food practices for nutrition implications. 	<p>Vitamin and mineral supplements, nutrition claims for specific food products, e.g., bee pollen.</p> <p>Use of amino acid supplements by athletes.</p>

MODULE FOD302: NUTRITION AND DIGESTION (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the impact of cooking and processing on nutrient content of foods • plan, prepare and evaluate foods and meals: <ul style="list-style-type: none"> – within the guidelines for carbohydrate, fat and protein intake – within the context of dietary management of diet-related diseases • prepare and evaluate a variety of foods in order to improve intake of specific nutrients. 	<p>Community Health students may develop these competencies in settings such as day cares or nursing homes, where they have the opportunity to evaluate the nutrient value and the acceptability and appropriateness of foods without participating in preparation of the foods.</p> <p>Low sodium foods, high protein foods, high fibre foods, lower fat foods, etc.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Nutrition and Digestion. 	
Career Development/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Nutrition and Digestion • differentiate between various occupational and entrepreneurial roles related to nutrition. 	<p>Dietitian, nutritionist, diet consultant, food scientist, home economist, foods teacher.</p>

MODULE FOD303: CREATIVE BAKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Cake and Pastry (FOD204)

Module Parameters: Personal or commercial food preparation facility

Satisfaction and pride are two rewards for the creative baker as he or she learns to create specialty cakes and pastry products. Students will select and execute a major project, such as a gingerbread house or a wedding cake.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare a variety of specialty cakes, pastries and yeast goods, which emphasizes refinement of baking skills and knowledge prepare various specialty desserts, representative of the world's great cuisines develop creativity and flair in the presentation of specialty baked products 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will prepare a minimum of four specialty baked products, each of which meets criteria for quality products, including: <ul style="list-style-type: none"> one specialty cake one specialty pastry item one advanced yeast product one specialty dessert. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Creative Baking, FOD303-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	40
	<ul style="list-style-type: none"> Analysis of the cost of production of one specialty baked item, including labour and materials costs and a comparison to the cost of a similar purchased product. <p><i>Assessment Tool</i> <i>Foods Product Comparison, FODCOM</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD303: CREATIVE BAKING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan and execute one or more major projects within the context of creative baking 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experience in which the student will design, produce and evaluate a major project that demonstrates advanced baking skills and creativity in presentation. <i>See exemplar project.</i> <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3</i> <i>Product Standard Scorecard: Creative Baking, FOD303-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	40
<ul style="list-style-type: none"> assess in the context of Creative Baking the components of personal adaptability and labour market dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Creative Baking. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD303: CREATIVE BAKING (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare and evaluate: <ul style="list-style-type: none"> – a variety of specialty desserts from the world's classic cuisine – a variety of specialty pastries, cakes, tortes and petite four. • design and create one or more major projects that combine artistry and imagination and build on the foundation of the student's techniques and skills 	<p>Advanced choux products such as croquembouche, gateau St. Honore; tortes such as sacher torte, dobos tortes; specialties for seasonal celebrations, such as buche de Noel.</p> <p>Project should reflect student's interests and motivations, available resources and expertise.</p> <p>Project may reflect ethnic or multicultural theme.</p> <p>Project suggestions: wedding cake, gingerbread house, or marzipan work.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Creative Baking. 	
Management	<ul style="list-style-type: none"> • calculate the cost of production of at least one specialty baked item. 	<p>Draw on expertise available in and outside of the school.</p> <p>Consider labour, materials, tools, equipment. Compare cost to a similar purchased item.</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Creative Baking • differentiate between various occupational and entrepreneurial roles related to Creative Baking. 	

MODULE FOD304: ADVANCED YEAST PRODUCTS

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Yeast Breads and Rolls (FOD205)

Module Parameters: Personal or commercial food preparation facility

Preparation of braided breads, fancy dinner rolls, doughnuts, croissants and danishes develops more skill handling yeast doughs. Consistency in product quality is emphasized in this module.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">practise and refine knowledge and skills necessary for the production of a variety of advanced yeast products	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">types of yeast and their useshandling, stages in productionshaping and preparation techniquesstandardstroubleshooting production problems for yeast products.<i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i> <i>Food Production Principles Instructor's Guide</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i>	10
<ul style="list-style-type: none">explore multicultural influences on yeast products by researching and preparing products representative of several of the world's cuisines	<ul style="list-style-type: none">Research Project: Report on typical yeast products within an international cuisine including discussion of ingredients, stages in production and preparation techniques and cultural role of the product. <i>Assessment Tool</i> <i>Research: Advanced Yeast Products, FOD301-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i>	10

MODULE FOD304: ADVANCED YEAST PRODUCTS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> develop consistency in the production of various advanced yeast products 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will prepare at least five of the following advanced yeast products, each of which meets criteria for quality products, including: <ul style="list-style-type: none"> advanced sweet dough complex braid or roll whole grain dough rolled-in dough deep-fried yeast product yeast product representative of an international cuisine. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Advanced Yeast Products, FOD304-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	70
<ul style="list-style-type: none"> assess in the context of Advanced Yeast Products the components of personal adaptability and labour market dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Advanced Yeast Products. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD304: ADVANCED YEAST PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> understand principles of preparation of advanced yeast products, including: <ul style="list-style-type: none"> types of yeast and their uses ingredients correct handling of yeasts and doughs fermentation and proofing shaping and preparation techniques for yeast products standards for yeast products. 	Analyze photos from texts, cookbooks to determine techniques and procedures used.
Multiculturalism	<ul style="list-style-type: none"> research yeast products representative of a variety of the world's cuisine. 	
Preparation and Presentation	<ul style="list-style-type: none"> prepare and evaluate a variety of advanced yeast products: <ul style="list-style-type: none"> advanced sweet doughs complex breads and rolls one whole grain, multigrain or specialty grain bread or roll rolled in doughs deep-fried yeast products discuss the importance of and develop consistency in the production of high quality yeast products through practice develop skills and techniques in the production of a cross-section of yeast products that reflect multicultural awareness. 	<p>Braids and/or rings.</p> <p>Brioche, clover leaf, fans, parkerhouse rolls, etc.</p> <p>Danish/croissant.</p> <p>Doughnuts.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to International Cuisine. 	Commercial: Proofer, bun divider, oven, bread slicer.

MODULE FOD304: ADVANCED YEAST PRODUCTS (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none">• assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of preparing Advanced Yeast Products• differentiate between various occupational and entrepreneurial roles related to preparation of Advanced Yeast Products.	Compile a portfolio of photos of projects created.

MODULE FOD305: CLASSIC AND NOUVEAU SOUPS AND SAUCES

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Basic Stocks, Soups and Sauces (FOD207)

Module Parameters: Personal or commercial food preparation facility

A host of sublime sauces and soups are revered throughout the world by chefs and diners alike. Techniques and ingredients of classic cuisine have been adapted in the trend to lighter eating and nouveau cuisine. Experience in the preparation of soups and sauces is fundamental for the cook and the saucier.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">demonstrate knowledge of ingredients and techniques for the production of a complete repertoire of soups, the foundation sauces and their derivativesanalyze how various adaptations to soups and sauces of classic cuisine satisfy the tastes of the health-conscious consumerprepare and evaluate a complete repertoire of soups, the foundation sauces and their derivatives	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Testing: consisting of questions on:<ul style="list-style-type: none">ingredients and techniques for soups and saucesthe structure of saucesthickening agentsfinishing techniquesthe foundation sauces and respective derivativesstandards for quality for saucesadaptations to sauces and soups to satisfy the health-conscious consumer. <i>Assessment Tool</i> <i>Professional Cooking, Instructors Manual CH8/9</i> <i>Test questions</i> <i>Standard</i> <i>Correctly answer a minimum of 50% of questions asked</i>	20
	<ul style="list-style-type: none">Practical Lab Experiences in which the student will prepare and present the following products, each of which meet criteria for quality products:<ul style="list-style-type: none">at least three different soups chosen from: consommés, chowders, cold soups, specialty or ethnic soupsat least one derivative of each of the foundation sauces: béchamel, velouté, brown, tomatoemulsified (butter) sauce and a derivative	70

MODULE FOD305: CLASSIC AND NOUVEAU SOUPS AND SAUCES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Classic and Nouveau Soups and Sauces the components of personal adaptability and labour market dynamics that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> – at least one example of a nouveau soup or sauce that is adapted to the tastes of the health-conscious consumer. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB–3A or 3B</i> <i>Product Standard Scorecard: Classic and Nouveau Soups, FOD305–1</i> <i>Product Standard Scorecard: Classic and Nouveau Sauces, FOD305–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Classic and Nouveau Soups and Sauces. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR–3</i> <i>Foods Reflection Log A, FODREF–A or</i> <i>Foods Reflection Log B, FODREF–B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>70</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD305: CLASSIC AND NOUVEAU SOUPS AND SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • examine the role of sauces in classic and nouveau cuisine • discuss the structure of sauces and refine understanding of thickening agents including: <ul style="list-style-type: none"> – beurre manié – arrowroot and tapioca – liaison • refine understanding of finishing techniques including: <ul style="list-style-type: none"> – reduction – deglazing • develop understanding of the relationship of foundation sauces with their derivatives • discuss role of ingredients and preparation techniques for emulsified sauces • identify standards of quality for sauces • discuss key ingredients and production techniques for a cross-section of soups including: <ul style="list-style-type: none"> – consommés – chowders – cold soups – specialty and ethnic soups • discuss ingredients and techniques for adapting sauces and soups to satisfy the health-conscious consumer. 	<p>Béchamel—Mornay; Velouté—Curry; Brown—Mushroom; Tomato—Creole.</p> <p>Hollandaise and béarnaise.</p> <p>Lower fat sauces; emphasis on creative presentation and reduced quantity of sauces, etc.</p>
Multiculturalism	<ul style="list-style-type: none"> • develop awareness of multicultural influences on the repertoire of sauces and soups. 	

MODULE FOD305: CLASSIC AND NOUVEAU SOUPS AND SAUCES (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> demonstrate understanding and skills in the use of thickening agents and methods, and finishing techniques for the preparation of a wide range of sauces and soups prepare and evaluate derivatives of each of the foundation sauces: <ul style="list-style-type: none"> – béchamel – velouté – brown – tomato – butter prepare and evaluate a variety of soups including: <ul style="list-style-type: none"> – consommés – chowders – cold soups – specialty and ethnic soups develop creativity and flair in the presentation of sauces and soups with appropriate foods, accompaniments and garnishes. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Classic and Nouveau Soups and Sauces. 	Commercial: Steam jacketed kettle, blender/processor.
Career Exploration/Portfolio	<ul style="list-style-type: none"> assess from immediate enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of preparing Classic and Nouveau Soups and Sauces differentiate between various occupational and entrepreneurial roles related to Classic and Nouveau Soups and Sauces. 	

MODULE FOD306: CREATIVE FOOD PRESENTATION

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Develop creativity and flair as you learn techniques for presenting beautiful food!

Curriculum and Assessment Standards

[illegible]

MODULE FOD306: CREATIVE FOOD PRESENTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Creative Food Presentation the components of personal adaptability and labour market dynamics that may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Creative Food Presentation, FOB306-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> • Career Research for one or more career clusters that relate to Creative Food Presentation. <i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources – teamwork and leadership – demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

MODULE FOD306: CREATIVE FOOD PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
Design	<p><i>The student should:</i></p> <ul style="list-style-type: none"> examine how attention to the elements of design including: <ul style="list-style-type: none"> – arrangement – colour – proportion – balance – harmony may enhance food during preparation and presentation discuss guidelines for appropriate garnishing and presentation of foods analyze the elements of design incorporated in the presentation of a wide variety of foods. 	<p>Considering temperatures, flavour, etc.</p> <p>Students collect and analyze photos of food to depict each element of design.</p>
Preparation and Presentation	<ul style="list-style-type: none"> enhance the visual appeal of a variety of foods through creative manipulation of factors including colour and arrangement identify and employ specialized tools for the cutting and shaping of foods as well as for attractively presenting and for portioning foods explore a range of advanced cutting, slicing, and manipulative techniques in a variety of applications employ advanced garnishing and preparation techniques in the presentation of foods. 	<p>Fruit, vegetable, cheese, meat trays, fruit pizza.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Creative Food Presentation. 	

MODULE FOD306: CREATIVE FOOD PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • assess resource costs including: <ul style="list-style-type: none"> – materials – labour, skill, time – wastage of foods – changes in food value <p>incurred in the preparation and presentation of foods.</p>	
Career Development/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Creative Food Presentation • differentiate between various occupational and entrepreneurial roles related to preparation of Creative Food Presentation. 	Food stylist, food photographer, caterer, personal fulfillment

MODULE FOD307: SHORT ORDER COOKING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Career opportunities are plentiful in today's fast food industry. A foundation in the management skills, preparation and the principles underlying short order cookery may offer a head start to a successful career.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• demonstrate and apply knowledge of foods prepared, techniques employed, and equipment used in the operation of the short order kitchen• demonstrate management skills for the safe and efficient operation of the short order kitchen	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">– nutritional concerns about short order foods– cooking methods and mediums– cooking properties, costs and handling of fats– correct and safe operation of equipment– organization of the short order kitchen– differences between convenience foods and those made from scratch– technological developments in food and equipment. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Professional Cooking Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions asked</i></p>	20

MODULE FOD307: SHORT ORDER COOKING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate skills and techniques necessary for preparation and cooking of a large variety of short order items 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will demonstrate: <ul style="list-style-type: none"> the correct application of at least five cooking methods, chosen from: broil/barbecue, poach/steam, grill/griddle, microwave/bake (conventional/convection oven), fry/sauté, deep-fry, toast preparation and presentation of at least five different short order food items chosen from: sandwiches, breakfast foods, meats, fish/seafood, poultry, potatoes and vegetable and cultural foods preparation from scratch of a battered or breaded short order item preparation of one short order convenience food. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Short Order Cooking, FOD307-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment— A minimum of 5 different cooking methods must be employed</i></p>	70
<ul style="list-style-type: none"> assess in the context of Short Order Cooking the components of personal adaptability and labour market dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Short Order Cooking. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD307: SHORT ORDER COOKING (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> compare the cooking methods and mediums used by the short order cook including: <ul style="list-style-type: none"> – poaching – steaming – sautéing – grilling – broiling/barbecuing – deep frying – microwaving – baking compare fats used in short order cooking, considering cooking properties, nutritional concerns, costs and handling. 	
Nutrition	<ul style="list-style-type: none"> analyze the need for quality food items in the short order kitchen demonstrate that foods prepared in the short order kitchen can address most nutritional concerns. 	
Management	<ul style="list-style-type: none"> analyze the organization of the short order kitchen in various settings, including hotel kitchens, restaurants, catering and fast food outlets prepare and compare short order convenience foods with those made from scratch including various potato products and prebreaded and/or prebattered fish, poultry and vegetables compare short order items and preparation techniques, considering: <ul style="list-style-type: none"> – time management and resources – nutritional concerns and consumer demands – new developments in food and equipment. 	

MODULE FOD307: SHORT ORDER COOKING (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> prepare and serve short order items applying appropriate cooking methods including: <ul style="list-style-type: none"> broil/barbecue poach/steam grill/griddle microwave oven fry/sauté deep fry toast prepare, serve and evaluate short order items requiring breading and battering prepare and evaluate short order items including: <ul style="list-style-type: none"> hot and/or cold sandwiches breakfast foods meats fish and seafood poultry potatoes and vegetables cultural foods prepare, serve and evaluate appropriate garnishes and accompaniments for short order items. 	<p>Eggs, breakfast meats, fish.</p> <p>Steaks, chops, cutlets, burgers.</p> <p>Wings, fingers, cut up.</p> <p>Pizza, tacos, egg rolls, etc.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate correct and safe use of all equipment used in the short order kitchen including: <ul style="list-style-type: none"> steamers poachers grills deep fryers broilers/barbecues microwaves ovens griddles demonstrate proper equipment maintenance and cleaning demonstrate thorough understanding of kitchen sanitation 	<p>Convection ovens</p>

MODULE FOD307: SHORT ORDER COOKING (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• demonstrate safe hygienic work habits and the correct use of tools and equipment• identify and address safety concerns, both food and equipment, significant to Short Order Cooking.	
Career Exploration/ Portfolio	<ul style="list-style-type: none">• define short order cooking and examine its scope in today's food industry• assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Short Order Cooking• differentiate between various occupational and entrepreneurial roles related to Short Order Cooking.	Hotel kitchens, restaurants, catering, fast food outlets.

MODULE FOD308: ADVANCED MEAT COOKERY**Level:** Advanced**Theme:** Preparation and Presentation**Prerequisite:** Basic Meat Cookery (FOD210)**Module Parameters:** Personal or commercial food preparation facility

A rich variety of meat dishes grace the table when the cook develops awareness of meats other than beef and greater understanding of meat cookery.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• describe the composition and structure of domestic meat products and select appropriate cooking methods for them• compare the many variations of moist and dry heat cookery	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">– primal and retail cuts of beef, pork, veal and lamb– tenderness of cuts of beef, pork, veal and lamb– factors that influence tenderness of meats– variety meats including tenderness and appropriate cooking methods– dry and moist heat cooking methods including: roasting, broiling, pan-broiling, frying, griddling, sautéing, braising, pot-roasting, stewing, swissing, simmering, poaching and fricasseeing– appropriate cooking methods for specific cuts– criteria for quality cooked meats– techniques for enhancing the palatability of meats cooked by various moist and dry heat methods– methods for determining doneness of cooked meats. <p><i>Assessment Tool</i> <i>Professional Cooking Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20

MODULE FOD308: ADVANCED MEAT COOKERY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> prepare and evaluate a wide range of cuts of meat and meat products representative of a cross-section of meat species demonstrate multicultural awareness in the preparation and presentation of meat, dishes 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will demonstrate a minimum of five of the following methods of meat cookery using at least four different meat types (beef, veal, pork, lamb, variety meat, poultry or fish). Each product will meet quality criteria: <ul style="list-style-type: none"> roasting including preparation of pan gravy or jus broiling or pan-broiling to meet predetermined doneness frying, griddling or sautéing, including a finishing technique stewing or swissing braising or pot-roasting poaching or fricasseeing an ethnic meat dish. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Advanced Meat Cookery, FOD308-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	70
<ul style="list-style-type: none"> assess in the context of Advanced Meat Cookery the components of personal adaptability and work dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Advanced Meat Cookery. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD308: ADVANCED MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare understanding of the cuts of beef, lamb, veal and pork, considering tenderness of the cuts and the factors that influence tenderness of meats • describe tenderness of various variety meats and select appropriate cooking methods for them • develop understanding of roasting with preparation and evaluation of meats, emphasizing: <ul style="list-style-type: none"> – criteria for evaluating quality and determining suitability of meats for roasting – methods for enhancing flavour and palatability – oven and temperature choice – determining doneness, carry-over cooking and satisfying a variety of tastes • develop understanding of broiling and pan-broiling focusing on: <ul style="list-style-type: none"> – suitability of meats for broiling and/or pan-broiling – achieving and determining correct doneness in varied thicknesses of meats – seasoning • develop understanding of frying, griddling and sautéing considering: <ul style="list-style-type: none"> – suitability of meats for frying, griddling and sautéing – various methods of meat preparation – correct temperature and cooking procedures – various finishing techniques • develop understanding of suitability of meats for moist heat cooking methods and knowledge of techniques for enhancing palatability of meats cooked by: <ul style="list-style-type: none"> – braising and pot-roasting – stewing and swissing – simmering, fricasseeing and poaching. 	

MODULE FOD308: ADVANCED MEAT COOKERY (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • prepare, present and evaluate roasted meats, including: <ul style="list-style-type: none"> – preparing pan gravy and/or jus – stewing and swissing – simmering, fricasseeing and poaching • prepare, present and evaluate broiled and/or pan-broiled meats, including: <ul style="list-style-type: none"> – achieving correct doneness – broiler-marking steaks • prepare, present and evaluate fried, griddled and/or sautéed meats, demonstrating various finishing techniques • prepare, present and evaluate meats using moist heat cooking methods including: <ul style="list-style-type: none"> – braising or pot-roasting – stewing and/or swissing – fricasseeing and/or poaching. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Advanced Meat Cookery. 	Commercial: Broiler/grill, delicater (electric meat tenderizer), Barbecue, Fondue.
Multiculturalism	<ul style="list-style-type: none"> • develop through recipe choices and cooking methods awareness of meat dishes from culturally diverse origins. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Advanced Meat Cookery • differentiate between various occupational and entrepreneurial roles related to Advanced Meat Cookery. 	

MODULE FOD309: BASIC MEAT CUTTING

Level: Advanced

Theme: Preparation and Presentation

Prerequisite: Food Basics (FOD101)

Module Parameters: Meat cutting equipment and meat cutting expertise

Meat cutting may be one of the chef's or cook's many talents. On the other hand, skills students gain here may be a stepping-stone to a career in the retail or wholesale meat cutting industry.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• explain the processing and handling practices in the transformation of the carcass into cuts• relate the structure of the carcass to wholesale and retail cuts	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test consisting of questions on:<ul style="list-style-type: none">– inspection, grading, aging– tools, equipment and safety practices– food safety concerns and sanitation practices– appropriate handling and storage of meats– bones, meat/muscle seams and seam structures– wholesale and retail cuts of beef, pork, veal and/or lamb– nomenclature– enhancing tenderness and palatability prior to cooking. <p><i>Assessment Tool</i> <i>Professional Cooking Instructor's Manual</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20

MODULE FOD309: BASIC MEAT CUTTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate the correct breakdown of beef, pork, lamb and/or veal carcasses into wholesale and retail cuts demonstrate skills in the preparation of meats for cooking demonstrate proficient and safe operation of power and hand tools used by the butcher 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will demonstrate meat cutting, packaging and labelling and the achievement of quality products including: <ul style="list-style-type: none"> breakdown of at least five different wholesale cuts into retail cuts three different tied roasts two different examples of boneless cuts cubed meat sliced meat ground meat. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Basic Meat Cutting, FOD309-1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	70
<ul style="list-style-type: none"> assess in the context of Basic Meat Cutting the components of personal adaptability and work dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Basic Meat Cutting. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD309: BASIC MEAT CUTTING (continued)

Concept	Specific Learner Expectations	Notes
Consumerism	<p><i>The student should:</i></p> <ul style="list-style-type: none"> discuss criteria for assessing meat quality in order to satisfy consumer demands, including: <ul style="list-style-type: none"> inspection and grading processes methods to enhance tenderness and palatability of meats prior to cooking. 	
Nature of Food, Preparation and Presentation	<ul style="list-style-type: none"> develop competence in the breakdown of beef, pork, veal and/or lamb carcasses into block ready wholesale, primal cuts, and/or retail cuts including: <ul style="list-style-type: none"> identifying bones, meat/muscle seams and seam structures knife-cutting through muscle seams and bone structure joints producing saleable retail cuts from block-ready wholesale cuts employing current meat nomenclature develop proficiency in meat cutting skills and techniques including: <ul style="list-style-type: none"> boning and trimming for retail cuts tying roasts dicing, slicing, grinding, tenderizing. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> explain the need to protect the health of the consumer and maintain the merchandising appeal of meats through: <ul style="list-style-type: none"> prevention of food-borne illness observing and practising safe and hygienic handling skills employing appropriate storage methods and times for varying cuts safely and correctly use detergents and sanitizing agents in cleaning work areas, tools and equipment demonstrate safe use and knowledge of tools and equipment for meat cutting. 	Commercial: Power and hand saws, deli-cater, meat grinder, smoker, sausage maker.

MODULE FOD309: BASIC MEAT CUTTING (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<i>The student should:</i> <ul style="list-style-type: none">• assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Basic Meat Cutting• differentiate between various occupational and entrepreneurial roles related to meat cutting.	

MODULE FOD310: ENTERTAINING WITH FOOD

Level: Advanced

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Planning and preparing for entertaining can be as much fun as the event itself! Students develop skills that may be used in the hospitality industry, at home or in many other career roles where organization is important.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">explain and demonstrate safe handling, preparation and presentation of foods to satisfy the demands of various occasions	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">Concept Test in which student demonstrates understanding of rationale and procedures for ensuring food safety during entertaining, emphasizing large-scale food production, safe transport of foods and monitoring of “danger zone” guidelines during preparation and service. <i>Assessment Tool</i> <i>Professional Cooking Instructor’s Manual</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Standard</i> <i>Correctly answer a minimum of 80% of questions</i>	10
<ul style="list-style-type: none">analyze the elements of an entertainment eventorganize, implement and evaluate an entertainment event that includes food	<ul style="list-style-type: none">Project Plan: Alone, or as a group, students will plan an entertainment event including selection, planning and preparation of food for the event. Students will document both planning and staging of the event to include:<ul style="list-style-type: none">identifying parameters for the eventincorporating a theme into the eventdeveloping a budgettesting foods/recipes for appropriateness for the eventplanning a menudeveloping a management plandecorating for the eventpreparing food for the eventhosting the eventcleaning up following the eventevaluating the success of the event.<i>Assessment Tool</i> <i>Framework for Assessing a Project Plan:</i> <i>Entertaining with Food, FOD310–1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i>	20

MODULE FOD310: ENTERTAINING WITH FOOD (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • assess in the context of Entertaining with Food the components of personal adaptability and labour market dynamics which may be significant for career choices • demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> • Practical Lab Experiences in which the student prepares and evaluates food for an entertainment event. <i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Entertaining with Food, FOD310-2</i> <i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> • Career Research for one or more career clusters that relate to Entertaining with Food. <i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i> <i>Standard</i> <i>All sections have been completed accurately</i> • Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> – managing learning – being innovative – managing resources – teamwork and leadership – demonstrating responsibility. <i>Assessment Tools</i> <i>Basic Competencies</i> 	<p>60</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD310: ENTERTAINING WITH FOOD (continued)

Concept	Specific Learner Expectations	Notes
Safety and Sanitation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • appraise food safety concerns that may arise during handling, preparation and presentation of food for special events, for example: <ul style="list-style-type: none"> – large scale food production – safe transport of foods – safe storage of foods – enforcing “danger zone” guidelines during service of foods • identify and address equipment safety concerns significant to Entertaining with Food. 	
Management	<ul style="list-style-type: none"> • assess the appropriateness of foods for use on particular occasions, considering factors such as the impact of advance preparation and/or standing time on quality and nutrition of foods • analyze factors that influence the nature of an entertainment event, including: <ul style="list-style-type: none"> – the occasion – host’s lifestyle – available resources – number and age of guests – level of formality • investigate conventions associated with entertaining including: <ul style="list-style-type: none"> – etiquette – responsibilities of host and guest • develop and carry out a management plan for an event, including: <ul style="list-style-type: none"> – theme – resources 	<p>Menu, decorations, invitations, table appointments and centre pieces.</p> <p>Time, energy, money, equipment, staff and student skills. Develop a budget including food, and other costs including garnishes.</p>

MODULE FOD310: ENTERTAINING WITH FOOD (continued)

Concept	Specific Learner Expectations	Notes
Presentation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • plan and prepare a menu for an event by applying the principles of meal planning and food costing • develop and carry out a management plan for an event, including: <ul style="list-style-type: none"> – food preparation and presentation – hosting responsibilities – food services – clean up • evaluate the success of the event and make recommendations for future events. 	<p>Style of service: buffet, family style, continental, blue plate, ethnic styles of service. Including mobilization of leftovers.</p>
Career Development/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Entertaining with Food • differentiate between various occupational and entrepreneurial roles related to Entertaining with Food. 	<p>Catering, tourism, hotel, bed and breakfast.</p>

MODULE FOD311: FOOD PROCESSING

Level: Advanced

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Freezing, pickling, canning, drying, and jam- and jelly-making account for many foods available commercially. As students use these methods to process fresh foods, they explore how technology affects food.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• analyze factors affecting food safety and food spoilage in processed foods• explain the processing of foods by canning, freezing, drying, pickling, and jam- and jelly-making• evaluate the impact of technological developments on foods and the food supply	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Concept Test or Project in which the student demonstrates understanding of concepts:<ul style="list-style-type: none">– micro-organisms and prevention of food-borne illness– maintenance of food quality through processing and during storage– function of ingredients, methods and rationale for freezing, canning, pickling, drying, jam- and jelly-making– effect of processing on nutritive value of foods– role of food additives– technological developments and their impact on food supply. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker) or</i> <i>Framework for Assessing a Project Plan: Food Processing, FOD311-1</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions or</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	20

MODULE FOD311: FOOD PROCESSING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> employ basic technology in the processing and preservation of a wide variety of foods 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will use five of the following methods to preserve a variety of foods, each of which meet criteria for quality products: <ul style="list-style-type: none"> canning freezing drying pickling jam-making jelly-making. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Food Processing, FOD311-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	70
<ul style="list-style-type: none"> assess in the context of Food Processing the components of personal adaptability and work dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Food Processing. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD311: FOOD PROCESSING (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare the positive and negative impact of micro-organisms and enzymes on foods • distinguish between prevalent micro-organisms responsible for food-borne illness considering: <ul style="list-style-type: none"> – source of micro-organism – environment favouring growth of micro-organism – causes and symptoms of food-borne illness • compare the mechanics of maintaining food safety and food quality over extended periods of time, for various food processing methods, considering: <ul style="list-style-type: none"> – impact of processing method on enzymes and micro-organisms – function of ingredients in preservation of foods – significance of packaging materials – appropriate storage conditions and storage time • identify and address equipment safety concerns related to Food Processing. 	Commercial: Canner, pressure cooker, dehydrator, smoker, vacuum packer.
Nature of Food	<ul style="list-style-type: none"> • examine the methods and the rationale for processing foods by: <ul style="list-style-type: none"> – freezing – pickling – canning – drying – jam- and jelly-making. 	
Nutrition	<ul style="list-style-type: none"> • examine the impact of various food processing methods on the nutritional value of foods. 	
Consumerism	<ul style="list-style-type: none"> • investigate food additives and discuss their influence on food and the food supply. 	

MODULE FOD311: FOOD PROCESSING (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> relate small scale food preservation to the technology employed in commercial food processing discuss the impact technological developments may have on foods and the food supply considering factors such as: <ul style="list-style-type: none"> – preservation – enhancement of foods – nutritive value – safety issues and concerns research and evaluate recent technological innovations related to food such as: <ul style="list-style-type: none"> – packaging techniques – production methods – preserving methods. 	<p>Tetrapak. Fish farming. Food irradiation.</p>
Preparation and Presentation	<ul style="list-style-type: none"> plan, prepare and evaluate processed foods, demonstrating understanding of processing methods including: <ul style="list-style-type: none"> – freezing – pickling – canning – drying – jam- and jelly-making. 	
Career Development/ Portfolio	<ul style="list-style-type: none"> assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Food Processing differentiate between various occupational and entrepreneurial roles related to food processing. 	<p>Food science, food research, food vendors: specialty food shops, marketing.</p>

MODULE FOD312: FOOD EVOLUTION AND INNOVATION

Level: Advanced

Theme: Social and Cultural

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

From roast mammoth to twinkies! What will we eat after the turn of the century? Explore how food has changed and what that means to the people who eat it. Prepare a wide variety of foods and learn how they came to be.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">analyze how the acquisition of food affects the culture and society in which people livediscuss how food patterns, especially those in Canada, have evolved through the interaction of cultures and peopleidentify relationships between consumers, marketplace and technology as food evolves	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">Concept Test in which the student demonstrates understanding of:<ul style="list-style-type: none">affect on society as changing food acquisition has evolvedhistorical and cultural influences on the evolution of foodfactors that stimulate food innovationpresent-day food trends and technological advances in foodconsumer acceptance of innovation in foods and food technologyinfluences on foods of the future. <p><i>Assessment Tool</i> <i>Food for Today Testing Program (Teacher Resource Binder or Testmaker)</i> <i>Food for Life Teacher Resource</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	20

MODULE FOD312: FOOD EVOLUTION AND INNOVATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> investigate factors that will influence the food patterns in the past, present and future prepare and evaluate foods demonstrating the evolution of food 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student will prepare foods, each of which meets criteria for quality products, to represent a minimum of four of the following: <ul style="list-style-type: none"> evolution in the means through which food is acquired historical influence on the evolution of food cultural influence on the evolution of food evolution of contemporary Canadian cuisine present-day food trend or technological advance in food food of the future. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Food Evolution and Innovation, FOD312-1</i> <i>Foods Product Comparison FODCOM</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	70
<ul style="list-style-type: none"> assess in the context of Food Evolution and Innovation the components of personal adaptability and work dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Food Evolution and Innovation. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative acting ethically managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD312: FOOD EVOLUTION AND INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
Multiculturalism	<p><i>The student should:</i></p> <ul style="list-style-type: none"> analyze historical influences that have led to interaction of cultures and peoples and consequent evolution of food, including: <ul style="list-style-type: none"> – exploration – political climate – economic conditions analyze factors that contribute to the evolution of contemporary Canadian cuisine including: <ul style="list-style-type: none"> – recognition of Native Peoples – profiles of immigrants to Canada examine influences of one culture on another through planning, preparation and evaluation of a wide variety of foods. 	<p>Chinese and Italian pastas demonstrate the influence of Marco Polo. Catherine de Medici, brought Italian food to the French court. Columbus brought tomatoes, corn and other Mexican foods to Spain. Cajun and creole foods are influenced by the Acadians in Louisiana. Alberta cuisine reflects waves of immigrants—from the Germans and Ukrainians to Vietnamese to Chileans.</p>
Consumerism	<ul style="list-style-type: none"> investigate current trends in acquisition of foods in Albertan and Canadian cuisine analyze factors that stimulate food innovation, such as: <ul style="list-style-type: none"> – technology – supply and demand – profitability – demographics examine consumer acceptance of innovative foods, including: <ul style="list-style-type: none"> – needs – values – knowledge – media and advertising. 	

MODULE FOD312: FOOD EVOLUTION AND INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
Food and Ecology	<p><i>The student should:</i></p> <ul style="list-style-type: none"> investigate factors that will influence food of the future, including: <ul style="list-style-type: none"> ecological concerns nutrition and health concerns technological changes changes in society and values. 	<p>Organic farming.</p> <p>Processing techniques.</p> <p>Eating out, cocooning.</p>
Preparation and Presentation	<ul style="list-style-type: none"> plan, prepare and evaluate foods to demonstrate evolution in the means through which food is acquired compare the centrality of food to society in the evolution from hunter/gatherer to farmer to merchant, considering: <ul style="list-style-type: none"> acquisition of food preservation of food development of culture social structures plan, prepare and evaluate foods that represent trends and/or technological advances in food. 	<p>Using foods obtained from nature (hunting, berry picking) grinding grain for use in baked products, preservation techniques such as drying and salting.</p> <p>Compare gathered versus processed.</p> <p>Availability and variety of foods, supply and demand in the marketplace, megastores, ethnic stores; trends in restaurants.</p> <p>Sugar and fat substitutes, "engineered foods".</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> demonstrate safe hygienic work habits and the correct use of tools and equipment identify and address safety concerns, both food and equipment, significant to Food Evolution and Innovation. 	

MODULE FOD312: FOOD EVOLUTION AND INNOVATION (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration/ Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none">• assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Food Evolution and Innovation• differentiate between various occupational and entrepreneurial roles related to Food Evolution and Innovation.	Food science, food technology, food design and development, cultural, historical sites.

MODULE FOD313: THE FOOD ENTREPRENEUR

Level: Advanced

Theme: Management

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Have you got an idea for a business focusing on food? Here's your chance to see if it will work! Join in the planning, testing and marketing of a food product.

Note: The Food Entrepreneur focuses on development, testing and/or marketing of a food product. Management skills emphasized in "Managing the Venture" will enhance student success in this module. It is recommended that students' timetables allow these modules as corequisites.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">• identify and evaluate a variety of food trends• investigate food ventures within the community• identify and apply appropriate regulations and procedures for ensuring food safety to implement a particular food venture	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none">• Research Project in which the student demonstrates understanding of:<ul style="list-style-type: none">– trends in food and eating patterns– influences on and acceptance of food trends– food ventures in the community– regulations and procedures for ensuring food safety and for labelling and sale of foods. <i>Assessment Tool</i> <i>Research: The Food Entrepreneur, FOD313-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i>	20

MODULE FOD313: THE FOOD ENTREPRENEUR (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> select, plan, prepare and evaluate a food venture 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Project Plan: Alone or as a group, students will plan a food venture. Students will document each stage including: <ul style="list-style-type: none"> description of product/service target market budget marketing plan food testing selection of appropriate packaging production plan quality control procedures. <p><i>Assessment Tool</i> <i>Framework for Assessing a Project Plan: The Food Entrepreneur, FOD313-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares and evaluates the food for the venture. All food will meet or exceed the criteria for quality products. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: The Food Entrepreneur, FOD313-3</i> <i>Food Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating 3 in applicable areas of assessment</i> <i>All sections have been completed accurately</i></p>	40
	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to The Food Entrepreneur. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10

MODULE FOD313: THE FOOD ENTREPRENEUR (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning being innovative managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> examine trends in foods, considering aspects such as: <ul style="list-style-type: none"> origin of foods production methods processing methods packaging techniques nutritional significance emotive significance of foods prestige value. 	<p>Locally produced versus imported; ethnic foods.</p> <p>Comfort foods.</p>
Consumerism/ Ecology	<ul style="list-style-type: none"> investigate trends in eating patterns, considering aspects such as: <ul style="list-style-type: none"> traditional meal patterns percentage of food dollar spend on eating away from home alternatives for eating out patterns influenced by social and ecological issues patterns influenced by health concerns 	<p>Fast food, food fairs, fine dining, etc.</p> <p>Environmentalism, global concerns.</p> <p>Vegetarian.</p>

MODULE FOD313: THE FOOD ENTREPRENEUR (continued)

Concept	Specific Learner Expectations	Notes
Consumerism/ Ecology (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • inventory factors that contribute to the evolution of food trends, such as: <ul style="list-style-type: none"> – needs – wants – culture – demographics – psychographics – geographics • relate food trends with psychological, social and cultural needs of individuals and families • evaluate changes in the last five years including reasons for such changes • forecast changes in the coming five years, considering pitfalls and opportunities these trends present. 	<p>Education, income, age.</p> <p>Lifestyle, buying habits, attitudes, opinions.</p>
Management	<ul style="list-style-type: none"> • research food ventures in the community, considering: <ul style="list-style-type: none"> – food services and/or food products provided – market niche occupied – marketing strategies – criteria for success • propose a food venture, including: <ul style="list-style-type: none"> – mission statement – food services and/or food products provided – target market – criteria for success • develop, carry out and evaluate a marketing plan for a food venture • develop, test and adapt a production plan • develop and implement quality control procedures • investigate financing availability for the venture • assess the strengths and weaknesses of the food venture. 	<p>Caterers, restaurants, food stores, specialty food stores, farmers markets.</p> <p>Venture may include cafeteria menu, after school or snack break sales, restaurant catering for school functions or sports events, outside catering (weddings, office parties, etc.).</p> <p>May include layout of kitchen, eating area, etc.</p>

MODULE FOD313: THE FOOD ENTREPRENEUR (continued)

Concept	Specific Learner Expectations	Notes
Safety, Sanitation and Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify procedures for ensuring food safety • identify food labelling regulations • identify regulations governing the sales of foods • demonstrate procedures for maintaining food safety • identify and address equipment safety and sanitation as it pertains to The Food Entrepreneur. 	
Preparation and Presentation	<ul style="list-style-type: none"> • prepare and package or present food items suitable for the food venture, demonstrating: <ul style="list-style-type: none"> – efficiency in production – consistency in quality – monitoring and control of inventory • evaluate the success of the food item for the planned venture. 	<p>Compare packaging techniques to consumer response</p> <p>Consider taste/ palatability, cost, quality, suitability.</p>
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of Food Entrepreneur • differentiate between various occupational and entrepreneurial roles related to Food Entrepreneur. 	

MODULE FOD314: CUISINE OF A CULTURE OF CHOICE

Level: Advanced

Theme: Social and Cultural

Prerequisite: Food Basics (FOD101)

Module Parameters: Personal or commercial food preparation facility

Explore in depth the cuisine of another country to appreciate the richness of its history and its culture. Discover its foods; experience traditional cooking methods; celebrate a festival and learn about food customs!

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• explain and analyze the various roles that food plays within a specific culture• research the cuisine of a particular culture	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none">• Research Project in which the student will demonstrate an understanding of these concepts:<ul style="list-style-type: none">– availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods– acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity– role of food in transmitting culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles– food sensibilities including food planning principles, seasonings, food and flavour combinations, presentation– nutritional role of foods– in-depth research into the cuisine of a specific culture. <p><i>Assessment Tool</i> <i>Research: International Cuisine of Culture of Choice, FOD314–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment</i></p>	40

MODULE FOD314: CUISINE OF A CULTURE OF CHOICE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> plan, prepare, present and evaluate foods and meals representative of the culture 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> Practical Lab Experiences in which the student prepares, presents and evaluates cultural dishes, four of which meets criteria for quality products: <ul style="list-style-type: none"> two characteristic preparation techniques prepares typical foods representative of a minimum of three food groups presents a meal or an event including food, which demonstrates within the context of the culture. <p><i>Assessment Tool</i> <i>Lab Assessment Form: Advanced Level, FODLAB-3A or 3B</i> <i>Product Standard Scorecard: Cuisine of a Culture of Choice, FOD314-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating 3 in applicable areas of assessment</i></p>	50
<ul style="list-style-type: none"> assess in the context of Cuisine of a Culture of Choice the components of personal adaptability and work dynamics that may be significant for career choices 	<ul style="list-style-type: none"> Career Research for one or more career clusters that relate to Cuisine of a Culture of Choice. <p><i>Assessment Tool</i> <i>Career Research: Advanced Level, FODCAR-3</i> <i>Foods Reflection Log A, FODREF-A or</i> <i>Foods Reflection Log B, FODREF-B</i> <i>Field Trip Assessment Form, FODFTA</i> <i>Article or Audio-Visual Review, FODAVR</i></p> <p><i>Standard</i> <i>All sections have been completed accurately</i></p>	10
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> Observations of individual effort and interpersonal interaction during the instructional period, emphasizing: <ul style="list-style-type: none"> managing learning managing resources teamwork and leadership demonstrating responsibility. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE FOD314: CUISINE OF A CULTURE OF CHOICE (continued)

Concept	Specific Learner Expectations	Notes
Multicultural Aspects of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> investigate factors that determine the availability of foods including: <ul style="list-style-type: none"> climate, geography regional food patterns economy infrastructure technology investigate factors that influence the acceptability of foods including: <ul style="list-style-type: none"> social structure values religion beliefs, taboos, superstitions history ethnicity investigate the role of food in transmitting culture including: <ul style="list-style-type: none"> food and symbolism relationship of food with traditions role of food in celebration traditional meal patterns traditional gender roles in acquisition and preparation of foods investigate changes in foods, food patterns and food preparation techniques as people adapt to new cultures, such as: <ul style="list-style-type: none"> accessibility of traditional and non-traditional foods access to and understanding of nutrition information role of food in retaining cultural heritage role of food in adapting to new cultural environment evaluate the physical, psychological and social impact of evolving food patterns as individuals and families adapt to an adopted culture. 	<p>Staple foods.</p> <p>Transportation.</p>

MODULE FOD314: CUISINE OF A CULTURE OF CHOICE (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • explore food sensibilities (aesthetics) considering: <ul style="list-style-type: none"> – food planning principles – seasonings – characteristic food and flavour combinations. 	
Nutrition	<ul style="list-style-type: none"> • analyze how nutritional needs are met through the food patterns of the culture. 	
Preparation and Presentation	<ul style="list-style-type: none"> • demonstrate and evaluate a wide variety of preparation techniques characteristic of the culture • investigate and demonstrate specialized equipment used in food preparation. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • demonstrate safe hygienic work habits and the correct use of tools and equipment • identify and address safety concerns, both food and equipment, significant to Cuisine of a Culture of Choice. 	
Career Exploration/Portfolio	<ul style="list-style-type: none"> • assess from immediate and enduring perspectives the personal components of adaptability, including self-management, meaning and competence, developed within the context of ethnic foods • differentiate between various occupational and entrepreneurial roles related to ethnic foods. 	Heritage sites, ethnic restaurants, import . businesses, wholesale and retail, tourism, institutional food services.

FOODS

SECTION G: ASSESSMENT TOOLS

(DRAFT)

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The following pages include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible, and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student **can do**?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies (e.g., resource use, safety procedures, teamwork).
- What a student **knows**?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines Summative Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful. (*MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.*)

- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)
- **conditions and criteria** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)

Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work (to be developed and distributed in June 1997).

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard 5-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools*

include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).)

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.*)
- Illustrative Examples: Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These examples will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns are being validated 1994–97, with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

ASSESSING STUDENT ACHIEVEMENT IN FOODS

The Foods curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Foods, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to Foods

Throughout the Foods strand, students have the opportunity to develop management skills in an applied learning context, specifically the food, laboratory.

A generic "Lab Assessment Form" has been developed for each level (introductory, intermediate and advanced), FODLAB-1, 2, 3. These assessment tools outline the criteria for assessment (progressing through levels) and the minimum performance rating, using a 5-point rating scale.

Certain concepts such as Nature of Food and Nutrition/Health are an integral part of many Foods modules. In order to provide consistency in the way these concepts are assessed a number of assessment tools have been developed. For example:

- Product Analysis, FODPAN
- Food Product Comparison, FODCOM
- Food Intake Analysis, FODNIA
- Nutrition Information Analysis, FODNIA

Career exploration is integrated throughout the Foods strand. The assessment tools "Career Search", FODCAR-1, 2 and 3 have been developed for each level.

Assessment tools for "Reflection", FODREF-A, B, are also included for use in a variety of Foods modules.

Tools Specific to Foods Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FOD101-1). They are referred to under the conditions and criteria section.

A "Product Standard Scorecard" is included for most Food modules. In some instances where the tool suggested has been a test, a sample test or sample questions have been included. The authorized learning resources for Foods include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials

currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The “Suggested Emphasis” column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory.





BASIC COMPETENCIES REFERENCE GUIDE


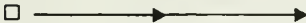




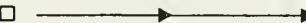


(This checklist is still being validated)

The following chart outlines basic competencies which students will endeavor to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework*. As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- including in student's portfolio

Stage 1— The student:	Stage 2— The student:	Stage 3— The student:	Stage 4— The student:
Managing Learning <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	 <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies with limited direction 	 <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establish steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	  <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to life-long learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <input type="checkbox"/> provides leadership in the effective use of learning strategies
Managing Resources <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources) as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service <input type="checkbox"/> maintains, stores, and/or disposes of equipment and materials as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources) with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritize task; use time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources) and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; use time/schedules/planners effectively, prioritizing tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggest new ideas to get the job done creatively by: <ul style="list-style-type: none"> – combining ideas or information new ways – making connections between seemingly unrelated ideas – actively seeking out opportunities

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
Communicating Effectively <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings, and ideas to justify or challenges a position using written, oral and visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works towards a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
Working with Others <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussion <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach as appropriate based on group needs and benefits e.g. idea potential, variety of strengths, sharing of work load <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether certain behaviour/ action is right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyses the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
Developmental Framework ★ <ul style="list-style-type: none"> • Simple task • Structured environment • Directed learning 	<ul style="list-style-type: none"> • Task with limited variable • Less structured environment • Limited direction 	<ul style="list-style-type: none"> • Task with multiple variables • Flexible environment • Self-directed learning, seeking assistance as required 	<ul style="list-style-type: none"> • Complex task • Open environment • Self-directed/self-motivated

GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT (included in assessment tool/statements in <i>italics</i> are optional)	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK LEADERSHIP	SERVICE CLIENT/ CUSTOMER
0	<i>The student:</i> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	Quality and productivity are reasonably consistent.	Works cooperatively.	<i>Provides a limited range of customer/client services.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	Quality and productivity are reasonably consistent.	Works cooperatively to achieve team goals.	<i>Identifies and provides customer/client services.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>	Meets defined outcomes.	Plans and solves problems in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	Quality and productivity are consistent.	Works cooperatively and contributes ideas and suggestions that enhance team effort.	<i>Analyzes and provides effective client/customer services.</i>
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	Quality, particularly details and finishes and productivity are consistent and exceed standards.	Leads others to contribute team goals.	<i>Analyzes and provides effective client/customer services beyond expectations.</i>

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects the views of others <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes 	<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes 	<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response <p>Investigative Techniques</p> <ul style="list-style-type: none"> • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions through group discussion • listens to and respects the views of others <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted on the issue • provides a relevant response to opposing arguments • speaks clearly so the argument can be understood • establishes a shared understanding of key alternatives and consequences relevant to the issue 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance • provides a relevant and convincing response to opposing arguments • speaks clearly without hesitation so the argument can be understood • negotiates a shared agreement on preferred alternatives relevant to the issue 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and insightful reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a wide range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing arguments • speaks clearly without hesitation so the argument can be understood by all listeners • negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i> <i><u>Oral:</u> voice projection, body language</i> <i><u>Audio-Visual:</u> techniques, tools</i> • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> <i><u>Oral:</u> voice projection, body language, appearance</i> <i><u>Audio-Visual:</u> techniques, tools, clarity</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> <i><u>Oral:</u> voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> <i><u>Audio-Visual:</u> techniques, tools, clarity, speed and pacing</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i> • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

FIELD TRIP ASSESSMENT

FODFTA

Student Name: _____ Class: _____
 Module: _____ Date: _____
 Destination: _____
 Contact Person: _____
 Tour Guide: _____
 Title or Position of Tour Guide: _____

Purpose of Trip (Teacher Defined)	Student Expectations	Actual Observations
	What do you expect to observe?	What did you actually observe?

Observed Careers	①	②	③
TITLE: Duties Education Requirements Pay Scale Pros Cons			

Would any of the observed careers appeal to you and state a reason why?

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0
TOTAL					

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CSB: 96 06 07

Foods/ G.17
(Interim 1994)

CRITERIA	Content (continued)
<i>The student is able to:</i>	<input type="checkbox"/> identify and describe occupations relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – nature of the occupation – duties of the worker
Preparation and Planning	<input type="checkbox"/> provide a survey of current employment statistics relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – types of occupations – number of workers
	<input type="checkbox"/> identify entry requirements and training programs relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – entrance requirements and competencies – type of training programs
	<input type="checkbox"/> assess current and future employment opportunities and trends; e.g.: <ul style="list-style-type: none"> – local and national needs – opportunities for advancement
	Collaboration and Teamwork <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members
	Information Sharing <input type="checkbox"/> demonstrate effective use of one or more communication media: <ul style="list-style-type: none"> e.g., <i>written, oral, audio-visual</i> <input type="checkbox"/> communicate information in a logical sequence <input type="checkbox"/> use correct grammatical/technical conventions <input type="checkbox"/> cite basic information sources.
Content	
	<input type="checkbox"/> describe one or more career clusters within the industry; e.g.: <ul style="list-style-type: none"> – labour-based – technical – professional
COMMENTS	

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0
TOTAL					

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student is able to:</i>	<ul style="list-style-type: none"> – duties of the worker – workplace conditions
Preparation and Planning	<input type="checkbox"/> provide a survey of current employment statistics relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – types of occupations – number of workers – employment trends
<input type="checkbox"/> set goals and establish steps to achieve them	
<input type="checkbox"/> create and adhere to useful timelines	
<input type="checkbox"/> use personal initiative to formulate questions and find answers	<input type="checkbox"/> identify entry requirements and training programs relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – entrance requirements and competencies – type and extent of training programs
<input type="checkbox"/> plan and use time effectively	<input type="checkbox"/> assess current and future employment opportunities and trends; e.g.: <ul style="list-style-type: none"> – local, national and international needs – opportunities for advancement and/or career change
Information Gathering and Processing	<input type="checkbox"/> access a range of relevant in-school/community resources <input type="checkbox"/> use a range of information-gathering techniques <input type="checkbox"/> interpret, organize and combine information into a logical sequence <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> determine accuracy/currency/reliability of information sources <input type="checkbox"/> gather and respond to feedback regarding approach to the task
Collaboration and Teamwork	<input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems
Information Sharing	<input type="checkbox"/> demonstrate effective use of one or more communication media: <ul style="list-style-type: none"> e.g., written, oral, audio-visual <input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> cite relevant information sources.
Content	<input type="checkbox"/> describe one or more career clusters within the industry; e.g.: <ul style="list-style-type: none"> – labour-based – technical – professional <input type="checkbox"/> identify and describe occupations relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> – nature of the occupation
COMMENTS	

CRITERIA	OBSERVATION/RATING			
Preparation and Planning	4	3	2	1 0 N/A
Information Gathering and Processing	4	3	2	1 0 N/A
Content	4	3	2	1 0 N/A
Collaboration and Teamwork	4	3	2	1 0 N/A
Information Sharing	4	3	2	1 0 N/A
TOTAL				

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (ratings are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA		COMMENTS
<p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set clear goals and establish steps to achieve them <input type="checkbox"/> create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> <input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> demonstrate resourcefulness in collecting data <input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> recognize underlying bias/assumptions/values in information sources <input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe one or more career clusters within the industry; e.g.: <ul style="list-style-type: none"> labour-based technical professional <input type="checkbox"/> identify and describe occupations relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> nature of the occupation duties of the worker workplace conditions salary/wages and employee benefits 		<p>Content (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a survey of current employment statistics relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> types of occupations number of workers employment trends <input type="checkbox"/> identify entry requirements and training programs relevant to one or more career clusters; e.g.: <ul style="list-style-type: none"> entrance requirements and competencies type and extent of training programs post-secondary institutions <input type="checkbox"/> assess current and future employment opportunities and trends; e.g.: <ul style="list-style-type: none"> local, national and international needs opportunities for advancement and/or career change opportunities for self-employment and entrepreneurship <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems <input type="checkbox"/> display effective communication and leadership skills <p>Information Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of a variety of communication media: <ul style="list-style-type: none"> e.g., written, oral, audio-visual <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.

ARTICLE OR AUDIO-VISUAL REVIEW

FODAVR

Student Name: _____

Title: _____

Module: _____

Teacher: _____

Class: _____

Date: _____

Overall Purpose (Teacher Defined)	Student Expectations	Actual Observations
	What do you expect to learn?	What did you actually learn (Theme)?

Specific knowledge gained

State how reviewing this material has influenced your impression concerning this topic.

REFLECTION RECORD ASSESSMENT

FODREF

Student Name: _____

Title: _____

Module: _____

Teacher: _____

Class: _____

Date: _____

When you finish a module, it is time to think about how you have grown from having done this work. Complete these statements.

Before I began this module I ...

Some discoveries that I make ...

My work in this module was made easier because I ...

In this module I had difficulty with ... because I ...

I wonder if I will ever be able to ...

One thing I would do differently next time ...

The part of this module that was most worthwhile to me was ...

I would like to learn more about ...

I found that I was quite good at ...

Now that I can ... I will be able to ...

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • carry out instructions accurately • use time effectively • meet standard in clean-up <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • demonstrate acceptable personal hygiene • handle food safely and hygienically • handle equipment and tools safely <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow recipe • understand and apply cookery terms 	<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate solutions to problems <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • take responsibility for personal hygiene • handle food safely and hygienically • handle equipment and tools safely <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques 	<p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods

Module:

Level: Introductory

[illegible]

Rating Scale (*italics* are optional)

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Foods/ G.23
(Interim 1994)

TASK AND CRITERIA

The student will:

- **Management**
 - prepare self for lesson
 - organize and work in an orderly manner
 - carry out instructions accurately
 - use time effectively
 - meet standard in clean-up
- **Teamwork**
 - cooperate with group members
 - share work appropriately among group members
- **Safety and Sanitation**
 - demonstrate acceptable personal hygiene
 - handle food safely and hygienically
 - handle equipment and tools safely
- **Preparation Techniques**
 - choose and use appropriate tools and equipment
 - weigh and measure accurately
 - follow recipe
 - understand and apply cookery term

COMMENTS

FODLAB-1B

Introductory

CSB: 96 06 07

LAB ASSESSMENT FORM (Intermediate Level)

FODLAB-2A

Student Name: _____
 Teacher: _____

Class: _____

Module: _____
 Level: Intermediate

PROJECT: DATE:	4	3	2	1	0	4	3	2	1	0	4	3	2	1	0
RATING															
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety/Sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. **Works cooperatively to achieve team goals. Identifies and provides customer/client services.**
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CSB: 96 06 07

Foods/ G.25
 (Interim 1994)

TASK AND CRITERIA
<i>The student will:</i>
Management
<ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively • meet standard in clean-up • adhere to routine procedures
Teamwork
<ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate solutions to problems
Safety and Sanitation
<ul style="list-style-type: none"> • take responsibility for personal hygiene • handle food safety and hygienically • handle equipment and tools safely
Preparation Techniques
<ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure accurately • follow and adapt recipes • understand and apply cookery terms and preparation techniques

COMMENTS

FODLAB-2B

Intermediate

CSB: 96 06 07

LAB ASSESSMENT FORM (Advanced Level)

FODLAB-3A

Student Name: _____
Teacher: _____

Class: _____

Module: _____
Level: Advanced

PROJECT: DATE:	4	3	2	1	0	4	3	2	1	0	4	3	2	1	0
RATING															
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety/Sanitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK AND CRITERIA
<p><i>The student will:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepare self for lesson • organize and work in an orderly manner • interpret and carry out instructions accurately • plan and use time effectively and in a logical sequence • meet standard in clean-up • display leadership in adhering to routine procedures • minimize waste of food/ingredients <p>Teamwork</p> <ul style="list-style-type: none"> • cooperate with group members • share work appropriately among group members • negotiate with sensitivity solutions to problems • display effective communication skills <p>Safety and Sanitation</p> <ul style="list-style-type: none"> • model appropriate personal hygiene • handle and store food safely and hygienically • demonstrate concern for self and others in the safe handling of tools and equipment <p>Preparation Techniques</p> <ul style="list-style-type: none"> • choose and use appropriate tools and equipment • weigh and measure with accuracy and efficiency • demonstrate flexibility and adaptability in following written and verbal instructions • understand and apply cookery terms, preparation techniques and food preparation principles and methods

COMMENTS

CSB: 96 06 07

Foods/ G.27
(Interim 1994)

FODLAB-3B

Advanced

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CSB: 96 06 07

FODIPAN

Module: _____

Date: _____

Food Groups	Key Nutrients	Function of Key Nutrients
1.		
2.		
3.		
4.		
Key Ingredients	Nutritional Comments	
Product Standards	Comparison of My/Our Product with Product Standard	
Equipment (list tools specific to this lab)	If you were to make this product again what would you do differently?	What preparation techniques/skills/methods did you use/learn?

PRODUCT ANALYSIS: SPECIAL NEEDS

FODPAS

Student Name: _____ Special Need: _____ Date: _____
 Product/Menu: _____ Class: _____

Food Groups	Key Nutrient(s)	Nutritional Comments
How did the product/menu meet the special need?		
Do your product(s) meet acceptable standards? Explain.		
Reflection: What worked well and why?		What preparation techniques/skills/methods were used and how well?

Student Name: _____
Teacher: _____

Class: _____
Date: _____
Module FOD: _____

Criteria	Product 1 (_____)	Product 2 (_____)
Nutrition		
Appearance		
Flavour		
Texture		
Price per unit		
Skill required		
Availability		
Preparation time		
Storage		

State your preference and give reasons why:

FOOD INTAKE ANALYSIS: INTRODUCTORY LEVEL

FODFIA-1

Student Name: _____ Class: _____ Teacher: _____

MEALS	NUMBER OF SERVINGS				STRATEGY FOR IMPROVEMENT			
	GP★	VF★	MP★	MA★	GP	VF	MP	MA
Breakfast								
Lunch								
Supper								
Snacks								
TOTAL								
CHANGE REQUIRED								

STANDARD: 5 – 12 ★ GP – Grain Products
 5 – 10 ★ VF – Vegetable and Fruit
 3 – 4 ★ MP – Milk Products
 2 – 3 ★ MA – Meat and Alternatives

FOOD INTAKE ANALYSIS: INTERMEDIATE LEVEL

FODFIA-2

Student Name: _____

Class: _____

Teacher: _____

MEALS	NUMBER OF SERVINGS				FOOD ENERGY	PROTEIN	CARBOHYDRATES	FAT	DIETARY FIBRE
	GP★	VF★	MP★	MA★					
Breakfast									
Lunch									
Supper									
Snacks									
TOTAL									
PERCENTAGE OF CALORIE INTAKE									

STANDARD: - 20-35g fibre
 - 50-60% of calories from carbohydrates
 - 15-20% of calories from protein
 - 25-30% of calories from fat

1g carbohydrates = 4 cal.
 1g protein = 4 cal.
 1g fat = 9 cal.

★ GP – Grain Products
 ★ VF – Vegetable and Fruit
 ★ MP – Milk Products
 ★ MA – Meat and Alternatives

Resource: Nutrient Value of Common Foods

CSB: 96 06 07

Foods /G.33
 (Interim 1994)

NUTRITION INFORMATION ANALYSIS

FODNIA

Student Name: _____ Module: _____

Teacher: _____ Class: _____ Level: _____

		YES	NO	UNKNOWN
1.	Author			
	– degree from an approved institution			
	– affiliated with a recognized nutritional association			
2.	Information			
	– tested by research			
	– credible publisher			
	– claims too good to be true			
	– scare tactics			
	– personal testimonials			
	– appeals to emotions			

Is this a reliable source of nutritional information which you would recommend to your friends? Explain.

FOODS REFLECTION LOG A

FODREF-A

Student Name: _____
Teacher: _____

Class: _____
Module: _____
Level: _____

COMPLETE THESE STATEMENTS:

Some discoveries that I made _____
My work in this module was made easier because I _____
In this module I had difficulty with _____
One thing I would do differently is _____
I wonder when I will be able to _____
I would like to learn more about _____
I found that I was really good at _____

SUMMARIZE WHAT YOU LEARNED ABOUT YOURSELF FROM YOUR REFLECTIONS ON YOUR WORK IN THIS MODULE

I REALIZE THAT THROUGH THE WORK DONE IN THIS MODULE

My interest that fit this module are: _____
I had success at _____
I have developed these skills _____
Important knowledge that I have gained _____

Now consider how these skills you have learned and what you have learned about yourself may help you make career choices.

Signed by teacher _____

FOODS REFLECTION LOG B

FODREF-B

Student Name: _____
Teacher: _____

Module: _____
Level: _____

What did you learn in this module about these areas?

- Nutrition
- consumerism
- preparation

How would you use this knowledge and skills in your personal life?

List three careers where this knowledge is required. Choose one of these careers and give a brief description of the job duties.

FOOD SAFETY AND SANITATION CHECKLIST

FODSSC

Student Name: _____ Module: _____
 Teacher: _____ Class: _____ Level: _____

Personal Cleanliness <ul style="list-style-type: none"> • hair clean, controlled • nails short, clean, no polish • no jewellery, perfumes • uniform clean, tidy 	Sanitation <ul style="list-style-type: none"> • prompt cleaning and sanitation of: <ul style="list-style-type: none"> – tools/equipment – work areas – performs regularly scheduled cleaning 	<input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A		
Personal Hygiene <ul style="list-style-type: none"> • wash hands before start • wash hands as necessary (after sneezing, handling money, etc.) • wear gloves when necessary (open cuts, sores, etc.) 	Hazardous Materials (WHMIS) <ul style="list-style-type: none"> • observes necessary precautions in the handling and use of hazardous materials (detergents, corrosive materials, poisons, etc.) 	<input type="checkbox"/> N/A		
Food Safety <ul style="list-style-type: none"> • Keep food out of danger zone • observes necessary precautions when: <ul style="list-style-type: none"> – handling and storing foods – preparation of food – cooking – serving – seafood/poultry 			COMMENTS	<input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A <input type="checkbox"/> N/A

PRODUCT STANDARD SCORECARD: FOOD BASICS

FOD101-1

Student Name: _____ Class: _____
 Teacher: _____

Module: _____
 Level: _____

PRODUCT:	Vegetables and Fruits	Milk Products	Meats and Alternatives	Grain Products
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

Student Name: _____
Teacher: _____
Module: _____
Level: _____
Class: _____

PRODUCT:		PRODUCT:		PRODUCT:		PRODUCT:	
Muffin Standards		Biscuit Standards		Cake Standards		Cookie Standards	
<input type="checkbox"/>	Exterior Uniform shape. Well-rounded top free of peaks and cracks.	<input type="checkbox"/>	Exterior Uniform shape with straight sides and level tops.	<input type="checkbox"/>	Exterior Uniform shape with slightly rounded top. No peaks or cracks.	<input type="checkbox"/>	(1) <input type="checkbox"/>
<input type="checkbox"/>	Uniform size. Large in proportion to weight.	<input type="checkbox"/>	Uniform size. Twice the size of unbaked biscuits.	<input type="checkbox"/>	Uniform size. Light in weight in proportion to size.	<input type="checkbox"/>	(2) <input type="checkbox"/>
<input type="checkbox"/>	Uniform golden colour.	<input type="checkbox"/>	Uniform golden brown tops and bottoms. Free of yellow or brown spots.	<input type="checkbox"/>	Uniform golden brown colour.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Tender crust, slightly rough and shiny.	<input type="checkbox"/>	Tender crust, smooth and free of excess flour.	<input type="checkbox"/>	Tender, smooth crust.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Interior Colour characteristic of muffin or bread type, free of streaks.	<input type="checkbox"/>	Interior Creamy white, free of yellow or brown spots.	<input type="checkbox"/>	Interior Uniform colour, characteristic of type of cake.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Rounded, even grain, free of tunnels.	<input type="checkbox"/>	Flaky grain, pulls off in thin sheets.	<input type="checkbox"/>	Fine, even grain, free of tunnels.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Tender texture, moist and light.	<input type="checkbox"/>	Tender texture, slightly moist, light.	<input type="checkbox"/>	Velvety, moist, and tender texture.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Pleasing, well-blending flavour.	<input type="checkbox"/>	Pleasing, well-blended flavour.	<input type="checkbox"/>	Pleasing flavour, well blended, and characteristic of kind of cake.	<input type="checkbox"/>	<input type="checkbox"/>
SCORE		SCORE		SCORE		SCORE	
5	AT STANDARD	5	AT STANDARD	5	AT STANDARD	3	3
COMMENTS							

PROJECT/SURVEY: SIMPLE SNACKS AND APPETIZERS

FOD103-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Foods /G.40
(Interim 1004)

CRITERIA

The student is able to:

- Preparation and Planning**
- ☐ set goals and follow instructions accurately
 - ☐ adhere to established timelines
 - ☐ respond to directed questions and follow necessary steps to find answers
 - ☐ use time effectively

Information Gathering and Processing

- ☐ access basic in-school/community information sources
- ☐ use one or more information-gathering techniques
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately using correct technical terms
- ☐ distinguish between fact and fiction/opinion/theory
- ☐ respond to feedback when current approach is not working

Content

- ☐ analyze:
 - snacking habits of self or a select group of people, considering choices, influences, frequency and social role of snacks
 - relationship of snacks to *Canada's Food Guide to Healthy Eating* and to wellness
 - relative nutritional value of various snacks (kiljoules, fat, sugar, fibre and sodium content of snack foods)

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members

Information Sharing

- ☐ demonstrate effective use of one or more communication media:
 - e.g., written, oral, audio-visual*
- ☐ communicate information in a logical sequence
- ☐ use correct grammatical/technical conventions
- ☐ cite basic information sources.

COMMENTS

CSB: 96 06 07

PRODUCT STANDARD SCORECARD: SIMPLE SNACKS AND APPETIZERS

FOD103-2

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT:	Vegetables and Fruits	Milk Products	Meats and Alternatives	Grain Products	Extras
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE					
AT STANDARD	6	6	6	6	6
COMMENTS					

PRODUCT STANDARD SCORECARD: MEAL PLANNING FOR ENJOYMENT

FOD104-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:	Breakfast	Bagged Lunch	Dinner	Special Occasion Meal
Healthy Meal 3-4 groups represented from Canada's Food Guide Low fat and/or sugar	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Resources Within budget Within time allotment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Meal Appeal Flavour Colour Texture Temperature Size and shape	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Meets set criteria as outlined by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

COMPARISON CHART: FAST FOOD ESTABLISHMENTS

FOD105-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

	Establishment #1:	Establishment #2:	Establishment #3:
What types of food are served here?			
Do they serve: Breakfast Lunch Dinner			
Are there healthy choices available? Are all food groups represented? List examples			
Type of Packaging (recyclable, type of material, reusable)			
Advertising strategies (in building, TV, radio, promotions)			
Service person (friendly, fast, efficient, courteous, sanitary work habits)			
Building (clean parking, wheelchair access, garbage disposal, comfortable temperature, seating)			
Nutritional Information available?			
How long did it take to get your food?			

PRODUCT STANDARD SCORECARD: FAST FOODS AND CONVENIENCE FOODS

FOD105-2

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:	Lab 1:	Lab 2:	Lab 3:	Lab 4:
Product Standards				
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE				
AT STANDARD	6	6	6	6
COMMENTS				

COMPARISON CHART: CONVENIENCE FOOD

FODI05-3

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Product Name and Manufacturer	Mix	Partially Prepared	Completely Prepared	Scratch
Amount of Time to Prepare Product (minutes)				
Amount of cooking skills needed N = None S = Some L = Lots				
Amount of Cooking Time				
Amount of Clean up				
Cost of Product				
Cost per Serving				
Serving Size S = Small M = Medium L = Large				
Flavour – pleasing flavor – well seasoned				
Texture – appropriate – not to sort or hard	:			
Colour – appropriate for product – pleasing				
Comments Ranking (1st, 2nd, 3rd etc.)				

Student Name: _____ Date: _____

Teacher: _____ Class: _____

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student is able to:</i>	<input type="checkbox"/> identify and describe cultures historically and/or geographically, representative of: <ul style="list-style-type: none"> - Canada's past - a Canadian geographical region - a defined cultural group in Canada
Preparation and Planning	<input type="checkbox"/> explain food patterns and customs and their significance <input type="checkbox"/> provide food examples and preparation procedure
Information Gathering and Processing	Collaboration and Teamwork <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members
Information Sharing	Information Sharing <input type="checkbox"/> demonstrate effective use of one or more communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate information in a logical sequence <input type="checkbox"/> use correct grammatical/technical conventions <input type="checkbox"/> cite basic information sources.
COMMENTS	

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT:	A Recipe from Canada's Past	A Canadian Geographic Region	A Cultural Group in Canada
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE			
AT STANDARD	6	6	6
COMMENTS			

FOOD LABEL ANALYSIS

FOD201-1

Name: _____ Date: _____

Teacher: _____ Class: _____

Use two food labels to fill in the chart.

	Label #1	Label #2
Common name of food		
Quantity		
Name and address of manufacturer or distributor		
List of ingredients in descending order		
Grade, if applicable		
Values per serving of: energy protein fat carbohydrate		
% of Recommended Dietary Intake: energy protein fat carbohydrate		

Do they make any nutritional claims? _____ If so, what are they? _____

Name: _____ Date: _____

Teacher: _____ Class: _____

TRAINING DIET				PRE-COMPETITION MEAL		
	DAY 1	DAY 2	DAY 3		“at home”	“on the road”
High CHO: 55–65%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate fluid	<input type="checkbox"/>	<input type="checkbox"/>
Low fat intake 25–30%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High carbohydrate	<input type="checkbox"/>	<input type="checkbox"/>
Adequate protein 10–15%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in sugar	<input type="checkbox"/>	<input type="checkbox"/>
Variety of foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in fibre	<input type="checkbox"/>	<input type="checkbox"/>
Adequate fluids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low in fat	<input type="checkbox"/>	<input type="checkbox"/>
				High quality protein in moderation	<input type="checkbox"/>	<input type="checkbox"/>
				Low salt	<input type="checkbox"/>	<input type="checkbox"/>
				Low caffeine	<input type="checkbox"/>	<input type="checkbox"/>

PRODUCT STANDARD SCORECARD: NUTRITION AND ATHLETIC PERFORMANCE

FOD202-2

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT	High Carbohydrate	Adequate Protein	Pre-event	During Event	Post Event	On the Road
Product Standards						
Cooking Method Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients Appropriate for athletic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Colour Appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	7	7	7	7	7	7
COMMENTS						

Student Name: _____
Teacher: _____

Date: _____
Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student is able to:</i>	<input type="checkbox"/> completes a three-day food and activity self-analysis, which demonstrates understanding of: <ul style="list-style-type: none"> – effect of energy input and energy output on energy balance equation – variables for energy input and energy output – effect of energy balance equation on body weight/composition – realistic goals for weight loss or gain – changes to energy input/output to achieve goals for weight loss or gain
Preparation and Planning	
<input type="checkbox"/> set goals and establish steps to achieve them	
<input type="checkbox"/> create and adhere to useful timelines	
<input type="checkbox"/> use personal initiative to formulate questions and find answers	
<input type="checkbox"/> plan and use time effectively	
Information Gathering and Processing	
<input type="checkbox"/> access a range of relevant in-school/community resources	
<input type="checkbox"/> use a range of information-gathering techniques	
<input type="checkbox"/> interpret, organize and combine information into a logical sequence	
<input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms	
<input type="checkbox"/> determine accuracy/currency/reliability of information sources	
<input type="checkbox"/> gather and respond to feedback regarding approach to the task	
<input type="checkbox"/> analyze three eating disorders in terms of: <ul style="list-style-type: none"> – factors which influence body image – healthy versus unhealthy body composition 	
Collaboration and Teamwork	
<input type="checkbox"/> cooperate with group members	
<input type="checkbox"/> share work appropriately among group members	
<input type="checkbox"/> negotiate solutions to problems	
Information Sharing	
<input type="checkbox"/> demonstrate effective use of one or more communication media: <ul style="list-style-type: none"> <i>e.g., written, oral, audio-visual</i> 	
<input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail	
<input type="checkbox"/> maintain acceptable grammatical and technical standards	
<input type="checkbox"/> cite relevant information sources.	

COMMENTS

WEIGHT LOSS PROGRAM ANALYSIS

FOD203-2

Student Name: _____ Date: _____

Teacher: _____ Class: _____

Name of Weight Loss Program:			
Description of Weight Loss Program:			
CRITERIA	YES/NO/UNKNOWN	EVIDENCE/COMMENTS	
Recommends talking to doctor before beginning	Y N ?		
Registered dietitian consultation available	Y N ?		
Based on Canada's Guide to Healthy Eating	Y N ?		
Provides at least 5000 kj per day/women and 6500 kj per day for men	Y N ?		
Recommends loss of less than 1 kg per week	Y N ?		
Allows for personal eating patterns	Y N ?		
Encourages physical activity	Y N ?		
Does not depend on special foods, products or supplements	Y N ?		
No strong pressure to buy something	Y N ?		
Uses Body Mass Index (BMI) to set realistic goals	Y N ?		
Is this a healthy weight loss program?			
Explain. _____			

PRODUCT STANDARD SCORECARD: ENERGY USE FOR HEALTH AND ACTIVITY

FOD203-3

Student Name: _____

Date: _____

Teacher: _____ Class: _____

PRODUCT	Snack	Food 2	Food 3	Food 4	Food 5
Product Standards					
Cooking Method Appropriate for weight loss/gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients Appropriate for weight loss/gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Colour Appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE					
AT STANDARD	7	7	7	7	7
COMMENTS					

PRODUCT STANDARD SCORECARD: CAKE

FOD204-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:		PRODUCT:		PRODUCT:	
Two-Stage Cake Standards		Foam Cake Standards		Filling/Frosting/Icing Standards	
<input type="checkbox"/> Exterior uniform shape with slightly rounded top. No peaks or cracks. <input type="checkbox"/> Uniform size. Light in weight in proportion to size. <input type="checkbox"/> Uniform golden brown colour. <input type="checkbox"/> Tender, smooth crust.	<input type="checkbox"/> Exterior Uniform shape; level top <input type="checkbox"/> Uniform size; volume appropriate to type. <input type="checkbox"/> Uniform colour. <input type="checkbox"/> Smooth crust.	<input type="checkbox"/> Interior Uniform colour; characteristic of type of cake. <input type="checkbox"/> Fine, even grain, free of tunnels. <input type="checkbox"/> Resilient to touch. <input type="checkbox"/> Velvety, moist, tender texture. <input type="checkbox"/> Pleasing flavor, well blended and characteristic of kind of cake.	<input type="checkbox"/> Texture Correct consistency, neither too thick nor too thin <input type="checkbox"/> Smooth, free of lumps. <input type="checkbox"/> Flavor Compliments type of cake. <input type="checkbox"/> Pleasing, well blended, characteristic of kind of frosting/filling. <input type="checkbox"/> Appearance Even colour, characteristic of type of filling/frosting. <input type="checkbox"/> Shiny, glossy or matte. <input type="checkbox"/> Application Evenly applied, uniformly filled. <input type="checkbox"/> Smooth, free of crumbs. <input type="checkbox"/> Pleasing appearance and finish.	<input type="checkbox"/> Frosting Meets previous standards. <input type="checkbox"/> Application Evenly applied, free of crumbs. <input type="checkbox"/> Decorative Treatments Writing uniform, legible. <input type="checkbox"/> Floral and other decorations appropriate. <input type="checkbox"/> Border and finishing treatments are appropriate. <input type="checkbox"/> Presentation Neat and attractive.	Decorated Cake
SCORE		SCORE		SCORE	
5	AT STANDARD	5	AT STANDARD	5	AT STANDARD
COMMENTS					

PRODUCT STANDARD SCORECARD: PASTRY

FOD204-2

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:		PRODUCT:		PRODUCT:		PRODUCT:	
Short, Crust Pastry Standards		Puff Pastry Standards		Choux Pastry Standards			
Appearance <input type="checkbox"/> Golden brown colour. <input type="checkbox"/> Attractive edge. <input type="checkbox"/> Minimal shrinkage. <input type="checkbox"/> Blistered surface, no large bubbles.	<input type="checkbox"/> Appearance Golden brown. Uniform shape; well risen.	<input type="checkbox"/> Appearance Uniform shape Shape appropriate to product. Pleasing colour. Well risen.	<input type="checkbox"/> Texture Crisp, flaky. Tender.	<input type="checkbox"/> Texture Crisp exterior, soft moist interior. Tender.	<input type="checkbox"/> Flavour Pleasing, slightly "eggy" flavour.	<input type="checkbox"/> Filling Is appropriate and complements the pastry.	
<input type="checkbox"/> Texture Flaky, crisp. Tender.	<input type="checkbox"/> Flavour Pleasing, well blended.	<input type="checkbox"/> Texture Crisp exterior, soft moist interior. Tender.	<input type="checkbox"/> Flavour Pleasing, slightly "eggy" flavour.	<input type="checkbox"/> Filling Is appropriate and complements the pastry.			
<input type="checkbox"/> Flavour Pleasing, well blended.	<input type="checkbox"/> Filling Is appropriate and complements the pastry.						
<input type="checkbox"/> Filling Is appropriate and complements the pastry.							
SCORE	SCORE	SCORE	SCORE	SCORE	SCORE	SCORE	
AT STANDARD	AT STANDARD	AT STANDARD	AT STANDARD	AT STANDARD	AT STANDARD	AT STANDARD	
6	4	5	5	5	5	5	
COMMENTS							

PRODUCT STANDARD SCORECARD: YEAST BREADS AND ROLLS

FOD205-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT		Bread	Rolls	Sweet Dough	Other
Product Standards Appearance Well risen. Correct shape and proportion. Colour appropriate to product. Attractive surface treatment.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Interior: - moist, resilient - tender - fine, even grain. Exterior - crisp, tender crust.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flavour Pleasing, mild "yeasty" taste. Absence of off flavours.		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
SCORE					
AT STANDARD		7	7	7	7
COMMENTS					

PRODUCT STANDARD SCORECARD: MILK PRODUCTS AND EGGS

FOD206-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT:		Cooked Milk	Cooked Cheese	Egg Variations (1) (2) (3)	Cooked Egg	Omelette or Frittata	
Product Standards							
Texture							
Correct consistency, neither too thick nor too thin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not separated or curdled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free of grease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour characteristic of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour compatible with foods served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free of scorched flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour							
Characteristic of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation							
Product presented in a pleasing manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	7	7	7	7	7	7	7
COMMENTS							

PRODUCT STANDARD SCORECARD: BASIC STOCKS, SOUPS AND SAUCES

FOD207-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:	Stock	Clear Soup	Cream Soup	Self-thickened Soup	Brown Sauce	Béchamel Sauce	Velouté Sauce	Tomato Sauce
Texture Correct consistency, neither too thick nor too thin Free of lumps Not separated or curdled Free of grease Clarity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flavour Well seasoned Flavour characteristic foods used Flavour compatible with foods served	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Colour Characteristic of foods used Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
SCORE								
AT STANDARD	6	6	6	6	6	6	6	6
COMMENTS								

PRODUCT STANDARD SCORECARD: VEGETABLES, FRUIT AND GRAIN PRODUCTS

FOD208-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT:	Moist Heat Method	Dry Heat Method #1	Dry Heat Method #2	Microwave	Rice Dish	Pasta Dish	Ethnic Dish
Product Standards							
Texture							
Holds shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct consistency (al denté, mashed, individual grains)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Appropriately seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour characteristic of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If served with other foods must be complementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour							
Characteristic of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance							
Consistent and appropriate shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: CREATIVE COLD FOODS

FOD209-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:		Salad	Salad	Dressing	Dressing	Dressing	Dry Sandwich Filling	Moist Sand. Filling	Decorative Platter	Decorative Platter
Texture Suitability to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour Distinct pleasing flavours Complimentary choice of food used Seasoned appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour Appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Neatness is observed Displayed and garnished appropriately Proportion is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE		6	6	6	6	6	6	6	6	6
AT STANDARD		6	6	6	6	6	6	6	6	6

COMMENTS

PRODUCT STANDARD SCORECARD: BASIC MEAT COOKERY

FOD210-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Product Standards	Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Chemical Tenderizing	Mechanical Tenderizing
Appearance Colour appropriate to cooking method or recipe Uniform size, shape; portion compliments product	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate degree of doneness Tenderness retained or developed Moist, juicy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flavour Characteristic of meat used Appropriately seasoned Overall palatability	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Overall Presentation Product presented attractively Garnished appropriately	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Sauce (Where Applicable) Acceptable colour Appropriate consistency and texture Pleasing, well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	10	10	10	10	10	10
COMMENTS						

PRODUCT STANDARD SCORECARD: FISH AND POULTRY

FOD211-I

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:	Poultry	Poultry	Poultry	Fish/Seafood	Fish/Seafood	Fish/Seafood	Fish/Seafood/Poultry
	Dry Heat	Moist Heat	Dry Heat	Moist Heat	Dry Heat	Moist Heat	Coated, Battered, Breaded
Appearance Colour appropriate to product Uniform size, shape, form	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate degree of doneness Tender; moist; juicy Holds shape well; batter or coating adheres well to meat (flesh)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flavour Well seasoned Pleasing aroma	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Overall Presentation Attractive presentation; pleasing Garnished appropriately	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Sauce (Where Applicable) Acceptable colour Appropriate consistency and texture Pleasing, well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE							
AT STANDARD	9	9	9	9	9	9	9
COMMENTS							

Student Name: _____

Teacher: _____

Date: _____

Class: _____

SCENARIO	INTERNAL FACTORS (Values, Goals, Culture, Life Cycle)	EXTERNAL FACTORS (Media, Market Place, Availability of Food)	IMPACT
1.			
2.			
3.			

- Rating Scale** (*italics are optional*)
- The student:*
- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
 - 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
 - 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
 - 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
 - 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student is able to:</i>	<ul style="list-style-type: none"> - temperature - texture - flavour
Preparation and Planning	<input type="checkbox"/> develop healthy menus for one week for a family with a selected constraint: <ul style="list-style-type: none"> - limited budget - limited time - staggered family schedules - eating away from home - limited cooking facilities
Information Gathering and Processing	<input type="checkbox"/> access a range of relevant in-school/community resources <input type="checkbox"/> use a range of information-gathering techniques <input type="checkbox"/> interpret, organize and combine information into a logical sequence <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> determine accuracy/currency/reliability of information sources <input type="checkbox"/> gather and respond to feedback regarding approach to the task
Content	<input type="checkbox"/> identify the factors for planning satisfying meals: <ul style="list-style-type: none"> - colour - shape and size of food
Collaboration and Teamwork	<input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems
Information Sharing	<input type="checkbox"/> demonstrate effective use of one or more communication media: <ul style="list-style-type: none"> <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> cite relevant information sources.

COMMENTS

PRODUCT STANDARD SCORECARD: ADAPTING MEAL PLANNING TO LIFESTYLES

FOD212-3

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

MEAL:					
LIMITATION/SCENARIO:					
Product Standards					
Healthy Meal 3-4 groups represented from Canada's Food Guide low fat and/or sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Resources within budget within time allotment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Meal Appeal flavour colour texture temperature size and shape	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Meets set criteria as outlined by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE					
AT STANDARD	7	7	7	7	7
COMMENTS					

ANALYSIS: VEGETARIAN MEAL PLAN

FOD213-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

MEAL:			Protein	Calories	Vitamin B12	Iron	Calcium
Day 1	Day 2	Day 3					
Breakfast	Breakfast	Breakfast	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
Lunch	Lunch	Lunch	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
Supper	Supper	Supper	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
Snack	Snack	Snack	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>	Day 1 <input type="checkbox"/>
_____	_____	_____	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>	Day 2 <input type="checkbox"/>
_____	_____	_____	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>	Day 3 <input type="checkbox"/>
TOTAL							
Daily Average ($\div 3$)							
Daily Requirement							

PRODUCT STANDARD SCORECARD: VEGETARIAN CUISINE

FOD213-2

Student Name: _____ Teacher: _____ Class: _____

Date: _____

PRODUCT:										
Product Standards	Tofu	Main Course Legumes	Appetizer Legumes	Lacto Dish	Ovo Dish	"Portable" Vegetable Food	Soy Product			
Nutrition Meets lab nutritional criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Appearance Colour appropriate to product Pleasing colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			
Texture Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Flavour Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Overall Presentation Attractive presentation Garnished appropriately	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			
SCORE										
AT STANDARD	5	5	5	5	5	5	5			

COMMENTS

RESEARCH: RUSH HOUR CUISINE

FOD214-1

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING			
Preparation and Planning	4	3	2	1 0 N/A
Information Gathering and Processing	4	3	2	1 0 N/A
Content	4	3	2	1 0 N/A
Collaboration and Teamwork	4	3	2	1 0 N/A
Information Sharing	4	3	2	1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Foods /G.68
(Interim 1004)

CSB: 96 06 07

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively

Information Gathering and Processing

- ☐ access a range of relevant in-school/community resources
- ☐ use a range of information-gathering techniques
- ☐ interpret, organize and combine information into a logical sequence
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ determine accuracy/currency/reliability of information sources
- ☐ gather and respond to feedback regarding approach to the task

Content

- ☐ compare two differing scenarios in terms of:
 - effect of lifestyle on eating patterns and nutritional status
 - use of resources in provision of food
 - factors influencing use of prepared and convenience foods

Content (continued)

- ☐ evaluate three different prepared or convenience foods in terms of:
 - availability
 - nutritional value
 - resource use
 - palatability
- ☐ evaluate equipment and appliances that enhance the ease and speed of food preparation:
- ☐ comparison with conventional
 - function
 - time and energy saving
 - cost
 - versatility
 - skills and knowledge for operation

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems

Information Sharing

- ☐ demonstrate effective use of one or more communication media:
 - e.g., written, oral, audio-visual
- ☐ communicate ideas in a logical sequence with sufficient supporting detail
- ☐ maintain acceptable grammatical and technical standards
- ☐ cite relevant information sources.

COMMENTS

COMPARISON: TIME-SAVING TECHNIQUES/ADAPTATIONS

FOD214-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Product Description	Time-Saving Techniques			Adaptations		
	1	2	3	1	2	3
Amount of Time to Prepare Product (minutes)						
Amount of cooking skills needed N = None S = Some L = Lots						
Amount of Cooking Time						
Amount of Clean up						
Cost of Product						
Cost per Serving						
Serving Size S = Small M = Medium L = Large						
Flavour – pleasing flavor – well seasoned						
Texture – appropriate – not to sort or hard						
Colour – appropriate for product – pleasing						
Comments Ranking (1st, 2nd, 3rd etc.)						

PRODUCT STANDARD SCORECARD: RUSH HOUR CUISINE

FOD214-3

Student Name: _____ Date: _____

Teacher: _____ Class: _____

PRODUCT:	Incorporating Convenience Foods			Use of Time Saving Appliance		
	Lab 1:	Lab 2:	Lab 3:	Lab 4:	Lab 5:	Lab 6:
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or hard	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Creativity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE						
AT STANDARD	6	6	6	6	6	6
COMMENTS						

Student Name: _____ Date: _____

Teacher: _____ Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Research Components	4	3	2	1	0
Technical Components	4	3	2	1	0
Content	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	
<i>The student is able to:</i>	
Preparation and Planning <ul style="list-style-type: none"> <input type="checkbox"/> set goals and follow instructions accurately <input type="checkbox"/> adhere to established timelines <input type="checkbox"/> respond to directed questions and follow necessary steps to find answers <input type="checkbox"/> use time effectively 	Technical Components (continued) <ul style="list-style-type: none"> <input type="checkbox"/> appropriate use of white space <input type="checkbox"/> page headings <input type="checkbox"/> line spacing <input type="checkbox"/> document free of smudges and wrinkles
Research Components <ul style="list-style-type: none"> <input type="checkbox"/> define the task <input type="checkbox"/> seek and gather various sources of information <input type="checkbox"/> organize information in a logical manner <input type="checkbox"/> analyze information <input type="checkbox"/> extract the appropriate information from identified resources/materials to produce new information <input type="checkbox"/> communicate the process involved in preparing the plan <input type="checkbox"/> predict the probability that the suggested outcomes or consequences of the plan were to occur <input type="checkbox"/> make a judgement on the feasibility of the venture plan 	Content <ul style="list-style-type: none"> <input type="checkbox"/> description of product/service <input type="checkbox"/> description of customer and target market <input type="checkbox"/> food and/or menu plans <input type="checkbox"/> suppliers <input type="checkbox"/> initial and operating costs <input type="checkbox"/> sales projection <input type="checkbox"/> management systems and standards <input type="checkbox"/> financial analyses <input type="checkbox"/> revisions to the plan based on the strengths and weaknesses identified after implementation of the venture
Technical Components <ul style="list-style-type: none"> <input type="checkbox"/> legible <input type="checkbox"/> free of spelling/proofreading errors <input type="checkbox"/> correct grammar/communication style <input type="checkbox"/> professional appearance/appropriate format 	Information Sharing <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of one or more communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> cite relevant information sources.

COMMENTS

PRODUCT TESTING SCORECARD: FOOD VENTURE

FOD216-2

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

PRODUCT:					
Product Standards					
Flavour					
Pleasing flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture					
Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour					
Colour appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production					
Suitable for quantity sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate quality control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate packaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent proportions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE					
STANDARD	7	7	7	7	7
COMMENTS					

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 2 IN EACH APPLICABLE AREA**Rating Scale** (*italics* are optional)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content
<i>The student is able to:</i>	<input type="checkbox"/> examine and compare a minimum of two international cuisines in terms of: <ul style="list-style-type: none"> - availability of foods - acceptability of foods - role of food in transmitting culture - food sensibilities - nutritional role of foods by comparing the manner in which two or more cuisines satisfy nutritional needs, considering energy requirements, carbohydrates, protein, fat and two vitamins or minerals
Preparation and Planning	
<input type="checkbox"/> set goals and establish steps to achieve them	
<input type="checkbox"/> create and adhere to useful timelines	
<input type="checkbox"/> use personal initiative to formulate questions and find answers	
<input type="checkbox"/> plan and use time effectively	
Information Gathering and Processing	
<input type="checkbox"/> access a range of relevant in-school/community resources	
<input type="checkbox"/> use a range of information-gathering techniques	
<input type="checkbox"/> interpret, organize and combine information into a logical sequence	
<input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms	
<input type="checkbox"/> determine accuracy/currency/reliability of information sources	
<input type="checkbox"/> gather and respond to feedback regarding approach to the task	
Collaboration and Teamwork	
<input type="checkbox"/> cooperate with group members	
<input type="checkbox"/> share work appropriately among group members	
<input type="checkbox"/> negotiate solutions to problems	
Information Sharing	
<input type="checkbox"/> demonstrate effective use of one or more communication media: <i>e.g., written, oral, audio-visual</i>	
<input type="checkbox"/> communicate ideas in a logical sequence with sufficient supporting detail	
<input type="checkbox"/> maintain acceptable grammatical and technical standards	
<input type="checkbox"/> cite relevant information sources.	

COMMENTS

PRODUCT STANDARD SCORECARD: INTERNATIONAL CUISINE

FOD217-2

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Product	Technique Cuisine #1	Technique Cuisine #2	Food Group #1	Food Group #2	Common Food #1	Common Food #2	Symbolic Food
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture Appropriate to food used Not too soft, mushy or tough	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Colour Colour appropriate for product Pleasing, acceptable colour	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE		:					
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

Student Name: _____
Teacher: _____

Date: _____

Class: _____

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

<p>CRITERIA</p> <p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <p><input type="checkbox"/> set clear goals and establish steps to achieve them</p> <p><input type="checkbox"/> create and adhere to detailed timelines</p> <p><input type="checkbox"/> use personal initiative to formulate questions and find answers</p> <p><input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis</p> <p>Information Gathering and Processing</p> <p><input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required</p> <p><input type="checkbox"/> demonstrate resourcefulness in collecting data</p> <p><input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways</p> <p><input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms</p> <p><input type="checkbox"/> recognize underlying bias/assumptions/values in information sources</p> <p><input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection</p> <p>Content</p> <p><input type="checkbox"/> reflect the following:</p> <ul style="list-style-type: none"> - meet minimum requirements of <i>Canada's Food Guide</i> : - age appropriate 	<p>Content (continued)</p> <ul style="list-style-type: none"> - meet special nutritional requirements - menu varied in colour, texture and flavour <p><input type="checkbox"/> research and plan a one-day menu for a minimum of two of the following:</p> <ul style="list-style-type: none"> - pregnant woman - infant - toddler - senior - diabetic - individual with food allergies. <p>Collaboration and Teamwork</p> <p><input type="checkbox"/> cooperate with group members</p> <p><input type="checkbox"/> share work appropriately among group members</p> <p><input type="checkbox"/> negotiate solutions to problems</p> <p><input type="checkbox"/> display effective communication and leadership skills</p> <p>Information Sharing</p> <p><input type="checkbox"/> demonstrate effective use of a variety of communication media:</p> <p><i>e.g., written, oral, audio-visual</i></p> <p><input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position</p> <p><input type="checkbox"/> maintain acceptable grammatical and technical standards</p> <p><input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.</p>
<p>COMMENTS</p>	

RESEARCH: COMMUNITY NUTRITION PROGRAM ANALYSIS

FOD301-2

Student Name: _____ Date: _____

Teacher: _____ Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (italics are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Content (continued)
<i>The student is able to:</i>	<input type="checkbox"/> plan meals for a minimum of two days, which achieve the guidelines for carbohydrate, fat and protein intake described in the <i>Nutrition Recommendations for Canadians</i>
Preparation and Planning	<input type="checkbox"/> plan meals for a minimum of one day within the constraints of a selected diet-related disease <input type="checkbox"/> interpret nutrition labels from a minimum of three foods representative of three food groups <input type="checkbox"/> evaluate a current nutrition controversy or food practice
Information Gathering and Processing	<input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> demonstrate resourcefulness in collecting data <input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> recognize underlying bias/assumptions/values in information sources <input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection
Content	<input type="checkbox"/> analyze: <ul style="list-style-type: none"> - target group - program rationale - delivery strategies - program effectiveness
Collaboration and Teamwork	<input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems <input type="checkbox"/> display effective communication and leadership skills
Information Sharing	<input type="checkbox"/> demonstrate effective use of a variety of communication media: <ul style="list-style-type: none"> <i>e.g., written, oral, audio-visual</i> communicate thoughts/feelings/ideas clearly to justify or challenge a position maintain acceptable grammatical and technical standards give evidence of adequate information gathering by citing relevant information sources.

COMMENTS

Student Name: _____

Date: _____

Teacher: _____

Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA**Rating Scale** (*italics are optional*)*The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA*The student is able to:*

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them.
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ assess menu:
 - meet *Canada's Food Guide*
 - meet restricted diet requirements
- ☐ evaluate the chosen controversy, using reputable nutrition information

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
 - e.g., *written, oral, audio-visual*
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources.

COMMENTS

PRODUCT STANDARD SCORECARD: CREATIVE BAKING

FOD303-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

Specialty Cake:		Specialty Pastry:		Advanced Yeast:		Specialty Dessert:	
<input type="checkbox"/>	Cake Standards Meets previous cake standards.	<input type="checkbox"/>	Pastry Standards Meets previous pastry standards: Appropriate colour. Shape is appropriate to product. Texture is appropriate to product. Palatability.	<input type="checkbox"/>	Exterior Well-proportioned, even shape, smooth rounded top Good proportion to weight. Golden brown colour. Tender, crisp crust, even thickness	<input type="checkbox"/>	Appearance Colour appropriate to product. Size/shape/form is appropriate to product.
<input type="checkbox"/>	Frosting/Icing Filling appropriate to product. Texture and consistency appropriate to product. Flavour compliments cake.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Texture Appropriate to product.
<input type="checkbox"/>	Decorative Treatments Applied evenly. Appropriate border and finishing treatments. Balance and proportion achieved.	<input type="checkbox"/>	Filling Is appropriate and compliments the pastry.	<input type="checkbox"/>	Interior Even colour, free of streaks. Tender, crisp crust; even thickness. Fine, even grain. Slightly moist, tender texture. Well flavoured.	<input type="checkbox"/>	Flavour Pleasing. Compliments ingredients/foods used.
<input type="checkbox"/>		<input type="checkbox"/>	Assembly Balance and proportion achieved. Finishing techniques appropriate.	<input type="checkbox"/>		<input type="checkbox"/>	Assembly Balance and proportion achieved. Finishing techniques appropriate.
<input type="checkbox"/>	Overall Presentation Creativity, flair. Artistry.	<input type="checkbox"/>	Overall Presentation Creativity, flair. Artistry.	<input type="checkbox"/>	Overall Presentation Creativity, flair. Artistry.	<input type="checkbox"/>	Overall Presentation Creativity, flair. Artistry.
	SCORE		SCORE		SCORE		SCORE
8	STANDARD	8	AT STANDARD	9	AT STANDARD	8	AT STANDARD

COMMENTS

Class:

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student is able to:

Preparation and Planning

- ☐ set clear goals and establish steps to achieve them
- ☐ create and adhere to detailed timelines
- ☐ use personal initiative to formulate questions and find answers
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ demonstrate resourcefulness in collecting data
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognize underlying bias/assumptions/values in information sources
- ☐ assess and refine approach to the task and project status based on feedback and reflection

Content

- ☐ identify the typical yeast products for a particular culture

COMMENTS

Content (continued)

☐ describe:

- ingredients
- stages in production
- preparation techniques
- cultural role of the product

Collaboration and Teamwork

- ☐ cooperate with group members
- ☐ share work appropriately among group members
- ☐ negotiate solutions to problems
- ☐ display effective communication and leadership skills

Information Sharing

- ☐ demonstrate effective use of a variety of communication media:
e.g., written, oral, audio-visual
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintain acceptable grammatical and technical standards
- ☐ give evidence of adequate information gathering by citing relevant information sources.

PRODUCT STANDARD SCORECARD: ADVANCED YEAST PRODUCTS

FOD304-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

Product Standards	Sweet Dough	Braid	Whole Grain	Rolled - In	Deep - fried	Cultural Yeast #1	Cultural Yeast #2
Exterior							
Well-proportioned, even shape, smooth rounded top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good proportion to weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golden brown colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tender, crisp crust, even thickness, not cracked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interior							
Creamy white, free of streaks (unless using whole wheat flour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tender, crisp crust, even thickness, not cracked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evenly distributed, fine, thin walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slightly moist, soft, tender texture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweet, nutty flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	6	6	6	6	6	6	6
COMMENTS							

PRODUCT STANDARD SCORECARD: CLASSIC AND NOUVEAU SOUPS

FOD305-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Product Standards	Consommé	Chowder	Cold	Specialty/Ethnic	Specialty/Ethnic
Texture Correct consistency Lump free Not separated/curdled Fat free Clarity Appropriate doneness of various components	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Flavour Characteristic of foods used Rich/well-seasoned	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Appearance Pleasing colour, characteristics for product Garnishes/vegetable attractively cut Pleasing overall impression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE					
AT STANDARD	9	9	9	9	9
COMMENTS					

Date: _____

Product Standards	Béchamel Derivative	Velouté Derivative	Brown Sauce/ Demiglace Derivative	Tomato Derivative	Emulsified Sauce	Emulsified Derivative
Texture						
Correct consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lump free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not separated/curdled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fat free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour						
Characteristics of foods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rich/well-seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compatible with foods served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance						
Pleasing colour, characteristic for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnishes/vegetables attractively cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloss/sheen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing overall impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE						
AT STANDARD	9	9	9	9	9	9

COMMENTS

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Product Standards	Tray 1	Tray 2	Soups/Salads	Hors d'oeuvres	Hot Meats or Vegetables	Pasta/Sauces	Desserts
Arrangement							
Neat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visually appealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour							
Variety of colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contrast is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proportion							
Size of food is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shape of food is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance							
Is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harmony							
Is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity							
Artistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	7	7	7	7	7	7	7
COMMENTS							

PRODUCT STANDARD SCORECARD: SHORT ORDER COOKING

FOD307-1

Student Name: _____ Date: _____

Teacher: _____ Class: _____

Product Standards	Sandwich	Breakfast Food	Meat Item	Fish Seafood	Poultry	Pot/Vegetable	Cultural
Appearance							
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour appropriate to cooking method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture							
Appropriate to product and cooking method employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation							
Attractive presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

Cooking Methods:	Boil/Bar-B-Q	Poach/Steam	Grill/Griddle	Microwave/Bake	Fry/Saute	Deep-fry	Toast

Date: _____

MEAT PRODUCT:							
Product Standards		Dry Heat #1	Dry Heat #2	Moist Heat #1	Moist Heat #2	Ethnic Meat Dish	
Appearance							
Colour appropriate to cooking method or recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform size, shape; portion compliments product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture							
Appropriate degree of doneness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenderness retained or developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moist, juicy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Characteristic of meat used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall palatability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation							
Product presented attractively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sauce (Where Applicable)							
Acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate consistency and texture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	10	10	10	10	10	10	10
COMMENTS							

PRODUCT STANDARD SCORECARD: BASIC MEAT CUTTING

FOD309-1

Student Name: _____ Date: _____
 Teacher: _____ Class: _____

Wholesale Cut	Beef Carcass/ Wholesale Cut 1	Beef Carcass/ Wholesale Cut 2	Pork Carcass/ Wholesale Cut 3	Lamb Carcass/ Wholesale Cut 4	Veal/Other Carcass/ Wholesale Cut 5
Retail Meat Product Standards					
Carcass/Cut Breakdown					
Correctness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy/heatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boneless and Tied Roasts					
Appropriate shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knotting technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market Forms (Portion Cuts)					
Appropriateness for retail product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform size/thickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portion size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specified grind and fat content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE					
AT STANDARD: 70% of applicable criteria (criteria will vary according to cut and market form; e.g., most criteria will not apply in the case of ground meats).					
COMMENTS					

Student Name: _____
Teacher: _____

Date: _____
Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Research Components	4	3	2	1	0
Technical Components	4	3	2	1	0
Content	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Technical Components (continued)
<i>The student is able to:</i>	<input type="checkbox"/> appropriate use of white space <input type="checkbox"/> page headings <input type="checkbox"/> line spacing <input type="checkbox"/> document free of smudges and wrinkles
Preparation and Planning	Content <input type="checkbox"/> identifying parameters for the event <input type="checkbox"/> incorporating a theme into the event <input type="checkbox"/> developing a budget <input type="checkbox"/> testing foods/recipes for appropriateness for the event <input type="checkbox"/> planning a menu <input type="checkbox"/> developing a management plan <input type="checkbox"/> decorating for the event <input type="checkbox"/> preparing food for the event <input type="checkbox"/> hosting the event <input type="checkbox"/> cleaning up following the event <input type="checkbox"/> evaluating the success of the event
Research Components	<input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.
Information Sharing	<input type="checkbox"/> predict the probability that the suggested outcomes or consequences of the plan were to occur <input type="checkbox"/> make a judgement on the feasibility of the venture plan
Technical Components	<input type="checkbox"/> legible <input type="checkbox"/> free of spelling/proofreading errors <input type="checkbox"/> correct grammar/communication style <input type="checkbox"/> professional appearance/appropriate format

COMMENTS

PRODUCT STANDARD SCORECARD: ENTERTAINING WITH FOOD

FOD310-2

Student Name: _____ Class: _____ Module: _____
 Teacher: _____ Level: _____

PRODUCT:	Menu Item #1	Menu Item #2	Menu Item #3	Menu Item #4	Menu Item #5	Meal/Event
Flavour Pleasing flavour Choice of food used Well seasoned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Texture/Colour Appropriate to food used Colour appropriate for product	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Preparation Technique Characteristic of cuisine Proper technique	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Presentation Neatness is observed Product is displayed appropriately Proportion is achieved	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SCORE		:				
STANDARD	8	8	8	8	8	8
COMMENTS						

Student Name: _____
Teacher: _____

Date: _____

Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Research Components	4	3	2	1	0
Technical Components	4	3	2	1	0
Content	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (italics are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

<p>CRITERIA</p> <p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set clear goals and establish steps to achieve them. <input type="checkbox"/> create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis <p>Research Components</p> <ul style="list-style-type: none"> <input type="checkbox"/> define the task <input type="checkbox"/> seek and gather various sources of information <input type="checkbox"/> organize information in a logical manner <input type="checkbox"/> analyze information <input type="checkbox"/> extract the appropriate information from identified resources/materials to produce new information <input type="checkbox"/> communicate the process involved in preparing the plan <input type="checkbox"/> predict the probability that the suggested outcomes or consequences of the plan were to occur <input type="checkbox"/> make a judgement on the feasibility of the venture plan <p>Technical Components</p> <ul style="list-style-type: none"> <input type="checkbox"/> legible <input type="checkbox"/> free of spelling/proofreading errors <input type="checkbox"/> correct grammar/communication style <input type="checkbox"/> professional appearance/appropriate format 	<p>Technical Components (continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> appropriate use of white space <input type="checkbox"/> page headings <input type="checkbox"/> line spacing <input type="checkbox"/> document free of smudges and wrinkles <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> description of micro-organisms <input type="checkbox"/> prevention of food-borne illness <input type="checkbox"/> maintenance of food quality through processing and during storage <input type="checkbox"/> describe the function of ingredients, methods and rationale for freezing, canning, pickling, drying, jam or jelly-making <input type="checkbox"/> the effect of processing on the nutrient value of foods <input type="checkbox"/> the role of food additives <input type="checkbox"/> technological developments and their impact on food supply <p>Information Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.
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COMMENTS

PRODUCT STANDARD SCORECARD: FOOD PROCESSING

FOD311-2

Student Name: _____

Date: _____

Teacher: _____

Class: _____

PRODUCT:		Canning	Freezing	Drying	Pickling	Jam-making	Jelly-making
Appearance							
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture							
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour							
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation							
Processed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labelled appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE							
AT STANDARD	5	5	5	5	5	5	5
COMMENTS							

Student Name: _____

Teacher: _____

Date: _____

Class: _____

Product Standards	Comparison ★					Future Food
	Hunted or Gathered Food	Processed Food	Historical Food	Cultural Food	Canadian Food	Technological Advanced Food
Demonstrates the criteria of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance						
Colour appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture						
Appropriate to product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flavour						
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Presentation						
Attractive presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garnished appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE						
AT STANDARD	5	5	5	5	5	5
COMMENTS						

★ Use tool FODCOM to compare products.

Student Name: _____
Teacher: _____

Date: _____
Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Information Sharing	4	3	2	1	0
Content	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics are optional*)

- The student:*
- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*
 - 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*
 - 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*
 - 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*
 - 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

<p>CRITERIA</p> <p><i>The student is able to:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> set clear goals and establish steps to achieve them - create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> <input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> demonstrate resourcefulness in collecting data <input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> recognize underlying bias/assumptions/values in information sources <input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection 	<p>Information Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing 7 relevant information sources. <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> trends in food and eating patterns <input type="checkbox"/> influences on and acceptance of food trends <input type="checkbox"/> food ventures in the community <input type="checkbox"/> regulations and procedures for ensuring food safety and for labelling and sale of foods
--	--

COMMENTS

Student Name: _____
Teacher: _____

Date: _____

Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Research Components	4	3	2	1	0
Technical Components	4	3	2	1	0
Content	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	Technical Components (continued)
<i>The student is able to:</i>	<input type="checkbox"/> appropriate use of white space <input type="checkbox"/> page headings <input type="checkbox"/> line spacing <input type="checkbox"/> document free of smudges and wrinkles
Preparation and Planning	Content
<input type="checkbox"/> set clear goals and establish steps to achieve them <input type="checkbox"/> create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis	<input type="checkbox"/> description of product/service <input type="checkbox"/> description of customer and target market <input type="checkbox"/> marketing plan <input type="checkbox"/> food testing <input type="checkbox"/> suppliers <input type="checkbox"/> pricing strategy <input type="checkbox"/> appropriate packing <input type="checkbox"/> production plan <input type="checkbox"/> sales projection <input type="checkbox"/> quality control procedures <input type="checkbox"/> external opportunities and threats <input type="checkbox"/> revisions to the marketing plan based on the strengths and weaknesses of the ongoing marketing strategy after implementation of the venture
Research Components	Information Sharing
<input type="checkbox"/> define the task <input type="checkbox"/> seek and gather various sources of information <input type="checkbox"/> organize information in a logical manner <input type="checkbox"/> analyze information <input type="checkbox"/> extract the appropriate information from identified resources/materials to produce new information <input type="checkbox"/> communicate the process involved in preparing the plan <input type="checkbox"/> predict the probability that the suggested outcomes or consequences of the plan were to occur <input type="checkbox"/> make a judgement on the feasibility of the venture plan	<input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.
Technical Components	
<input type="checkbox"/> legible <input type="checkbox"/> free of spelling/proofreading errors <input type="checkbox"/> correct grammar/communication style <input type="checkbox"/> professional appearance/appropriate format	

COMMENTS

PRODUCT STANDARD SCORECARD: THE FOOD ENTREPRENEUR

FOD313-3

Student Name: _____ Teacher: _____ Class: _____

Module: _____
Level: _____

PRODUCT:					
Product Standards					
Flavour					
Pleasing flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture					
Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour					
Colour appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasing, acceptable colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production					
Suitable for quantity sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate quality control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate packaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent proportions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE		8	8	8	8
STANDARD	8	8	8	8	8
COMMENTS					

Student Name: _____

Date: _____

Teacher: _____ Class: _____

CRITERIA	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	0
Information Gathering and Processing	4	3	2	1	0
Content	4	3	2	1	0
Collaboration and Teamwork	4	3	2	1	0
Information Sharing	4	3	2	1	0

STANDARD IS 3 IN EACH APPLICABLE AREA**Rating Scale** (*italics are optional*)*The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. *Analyzes and provides effective client/customer services beyond expectations.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. *Analyzes and provides effective client/customer services.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. *Identifies and provides customer/client services.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively. *Provides a limited range of customer/client services.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA	
<i>The student is able to:</i>	
Preparation and Planning <input type="checkbox"/> set clear goals and establish steps to achieve them <input type="checkbox"/> create and adhere to detailed timelines <input type="checkbox"/> use personal initiative to formulate questions and find answers <input type="checkbox"/> plan and use time effectively, prioritizing tasks on a consistent basis	Content (continued) <input type="checkbox"/> acceptability of foods, including social structure, values, religion, beliefs, history, ethnicity <input type="checkbox"/> role of food in transmitting culture, including symbolism, traditions, manners, meal patterns, celebrations, gender roles <input type="checkbox"/> food sensibilities including food planning principles, seasonings, food and flavour combinations, presentation <input type="checkbox"/> nutritional role of foods
Information Gathering and Processing <input type="checkbox"/> access a range of relevant information sources and recognize when additional information is required <input type="checkbox"/> demonstrate resourcefulness in collecting data <input type="checkbox"/> interpret, organize and combine information in creative and thoughtful ways <input type="checkbox"/> record information accurately with appropriate supporting detail and using correct technical terms <input type="checkbox"/> recognize underlying bias/assumptions/values in information sources <input type="checkbox"/> assess and refine approach to the task and project status based on feedback and reflection	Collaboration and Teamwork <input type="checkbox"/> cooperate with group members <input type="checkbox"/> share work appropriately among group members <input type="checkbox"/> negotiate solutions to problems <input type="checkbox"/> display effective communication and leadership skills
Content <input type="checkbox"/> availability of foods including climate, geography, economy, infrastructure, technology, staple foods, regionalization of foods	Information Sharing <input type="checkbox"/> demonstrate effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i> <input type="checkbox"/> communicate thoughts/feelings/ideas clearly to justify or challenge a position <input type="checkbox"/> maintain acceptable grammatical and technical standards <input type="checkbox"/> give evidence of adequate information gathering by citing relevant information sources.
COMMENTS	

PRODUCT STANDARD SCORECARD: CUISINE OF A CULTURE OF CHOICE

FOD314-2

Student Name: _____

Module: _____

Teacher: _____

Level: _____

Class: _____

PRODUCT:	Technique #1	Technique #2	Food Group #1	Food Group #2	Food Group #3	Meal/Event
Product Standards						
Flavour						
Pleasing flavour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice of food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well seasoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture/Colour						
Appropriate to food used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colour appropriate for product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation Technique						
Characteristic of cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation						
Neatness is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product is displayed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proportion is achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCORE		:				
STANDARD	8	8	8	8	8	8
COMMENTS						

FOODS

SECTION H: LINKAGES/TRANSITIONS

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

There are many linkages between Foods and other CTS strands, and between Foods and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

LINKAGES

With Other CTS Strands

Many CTS strands link with Foods. In the following strands, specific modules may be of interest to Foods students:

Strand	Module	Linkage Opportunity
Career Transitions	Project Modules	<ul style="list-style-type: none"> if a student undertakes an extensive project beyond the expectations of the Foods module. to increase the proficiency level of various food preparation techniques identified in the Foods module.
Design	Living Environments★	<ul style="list-style-type: none"> offer in the context of kitchen planning.
Enterprise and Innovation	Managing the Venture★	<ul style="list-style-type: none"> offer in the context of a food-related venture; e.g., cafeteria, catering.
Tourism	Quality Guest Service Tourism Food Sector Food Functions Food Services Operation	<ul style="list-style-type: none"> certification potential to learn the specifics of food service and standards certification potential to design a food services operation and develop food service strategies.

★These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Food-related Themes
Communication Technology	Presentation
Community Health	Nutrition
Financial Management	Management
Management and Marketing	Management
Agriculture	Social and Cultural, Management

Potential linkages of Foods with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see “Foods: Connections with Other CTS Strands”, page H.4, and “Foods in Junior High”, page H.5).

A number of modules from other CTS strands can be combined effectively with modules from the Foods strand. These “linkage modules” are shown in “Foods: Extended Scope and Sequence”, page H.6, and “Foods: Linkages Within CTS”, page H.7.

In addition, the following modules include an expanded “notes” section which helps teachers include the module in a Foods course:

- DES308: Living Environments–Studio (Form and Space), pages H.8-10
- E&I301: Managing the Venture, pages H.11-15.

With Other Secondary Programs

In order for learning to be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and the confidence to meet the challenges of daily living.

Potential linkages of Foods with other core and complementary subject areas across the curriculum are identified in this section (see “Foods: Connections Across the Curriculum”, page H.16, “Foods: Linkages with Other Programs”, pages H.17-19, “Foods: Math Objective Match”, pages H.20-26, “Foods: Science Objective Match”, pages H.27-28).

With Practical Arts Courses

Modules in the Foods strand replace existing content in the junior and senior high Home Economics, Food Studies, and Food Preparation courses. A detailed correlation of the Foods strand to these practical arts courses can be found in this section (see “Foods: Correlations with Practical Arts Courses: Home Economics (Foods) 7, 8 and 9”, pages H.29-30, “Foods: Correlations with Practical Arts Courses: Food Studies 10, 20 and 30”, pages H.31-35, and “Foods: Correlations with Practical Arts Courses: Food Preparation 12, 22 and 32”, pages H.36-37).

Foods /H.2
(Interim 1994)

TRANSITIONS

To the Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer.

Information from the National Occupational Classification (NOC) regarding occupations in food-related areas that can be accessed upon completion of high school is provided in this section (see “Foods: Related Occupations”, page H.38).

To Related Post-secondary Programs

There is articulation between Foods and numerous programs offered at the post-secondary level. The intermediate and advanced level modules provide students with some indication as to whether they would be interested in entering one of the food-related courses at the college or university level.

An outline of post-secondary institutions in Alberta currently offering programs in food-related areas is provided in this section (see “Foods: Summary of Related Post-secondary Programs”, page H.39).

To Other Government Initiatives

There are a number of provincial/municipal initiatives:

- Alberta Education Tourism Council, "*Alberta Best*"
- Alberta Health, Environmental Health Services, "*Food Sanitation and Hygiene Program*"
- Edmonton Board of Health, "*Heart a la Carte*"
- Heart and Stroke Foundation of Alberta, "*Heart Smart*".

To Industry Initiatives

In the fall of 1990, the Steering Committee of the Canadian Foodservice Industry published a summary, "Canadian Foodservice Industry: A Human Resource Study", which states:

A number of initiatives are under way to develop certification standards for certain occupations in the foodservices industry. The three main organizations that are addressing non-apprenticeship types of certification at a national level are:

- the Canadian Restaurant and Foodservices Association, which has established a certification program of Foodservices Manager;
- the Canadian Food Service Executive Association, which has established a Certified Food Executive (CFE) program; and
- the Canadian Federation of Chefs de Cuisine, which has established a Chef de Cuisine program.

In addition, provincial organizations are developing standards and certification processes for foodservices occupations with a view to eventually having national standards and certification available. Professional certification programs and minimum standards are intended to accomplish several objectives, including:

- raise the quality, service and professionalism in the industry and individual occupations;
- help enhance the long-term image of the industry by improving workers' self-image and establishing career paths;
- maintain competence through continuing education program; and
- assist education institutions in establishing curricula.

The industry expressed considerable support of the idea of increasing the level of certification. Most managers with staffing responsibilities, especially in institutions, rated certification based on industry standards and defined skills as very or somewhat important.

CREDENTIALLING

Information regarding credentialling in Foods is provided in this section; see "Credentialling Opportunities in Foods", page H.40.

LINKAGES – Foods: Connections with Other CTS Strands

Foods Modules	Other CTS Strands															
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Financial Management	Forestry	Information Processing	Legal Studies
Theme: Nutrition																
FOD101: Food Basics																
FOD201: Beyond Canada's Food Guide																
FOD202: Nutrition & Athletic Performance																
FOD203: Energy Use for Health and Activity																
FOD301: Food Through the Life Cycle																
FOD302: Nutrition & Digestion																
Theme: Preparation & Presentation																
FOD102: Baking Basics																
FOD103: Simple Snacks & Appetizers																
FOD204: Cake & Pastry																
FOD205: Yeast Breads & Rolls																
FOD206: Milk Products & Eggs																
FOD207: Basic Stocks, Soups & Sauces																
FOD208: Vegetables, Fruits & Grain Products																
FOD209: Creative Cold Foods																
FOD210: Basic Meat Cookery																
FOD211: Fish & Poultry																
FOD303: Creative Baking																
FOD304: Advanced Yeast Products																
FOD305: Classic & Nouveau Soups & Sauces																
FOD306: Creative Food Presentation																
FOD307: Short Order Cooking																
FOD308: Advanced Meat Cookery																
FOD309: Basic Meat Cutting																
Theme: Management																
FOD104: Meal Planning for Enjoyment																
FOD105: Fast Foods & Convenience Foods																
FOD212: Adapting Meal Planning to Lifestyles																
FOD213: Vegetarian Cuisine																
FOD214: Rush Hour Cuisine																
FOD215: Food Safety & Sanitation																
FOD216: Food Venture																
FOD310: Entertainment with Food																
FOD311: Food Processing																
FOD312: Food Evolution & Innovation																
FOD313: The Food Entrepreneur																
Theme: Social & Cultural																
FOD106: Canadian Foods: Our Heritage																
FOD217: International Cuisine																
FOD314: Cuisine of a Culture of Choice																

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



LINKAGES – Foods in Junior High

Course Emphasis	Foods Modules	Community Health Modules	Tourism Studies Modules	Agriculture Modules
Nutrition (2 modules)	Food Basics			
		Perspectives on Health		
Preparation and Presentation (3 modules)	Baking Basics		Quality Guest Service	
	Simple Snacks & Appetizers			
Management (7 modules)	Meal Planning for Enjoyment	Personal Safety Management	Tourism Food Sector	Consumer Products & Services
	Fast Foods & Convenience Foods			Agriculture: Getting the Big Picture
				Applications of Agriculture Technology
Social and Cultural (2 modules)	Canadian Foods: Our Heritage	Family Dynamics		

LINKAGES – Foods: *Extended Scope and Sequence*

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Food Basics ¹ <i>FOD101</i>	Beyond <i>Canada's Food Guide</i> <i>FOD201</i>	Food Through the Life Cycle <i>FOD301</i>	Nutrition
	Nutrition and Athletic Performance <i>FOD202</i>	Nutrition and Digestion <i>FOD302</i>	
	Energy Use for Health and Activity <i>FOD203</i>		
Baking Basics <i>FOD102</i>	Cake and Pastry <i>FOD204</i>	Creative Baking <i>FOD303</i>	Preparation and Presentation
	Yeast Breads and Rolls <i>FOD205</i>	Advanced Yeast Products <i>FOD304</i>	
	Milk Products and Eggs <i>FOD206</i>		
Simple Snacks and Appetizers <i>FOD103</i>	Basic Stocks, Soups and Sauces <i>FOD207</i>	Classic and Nouveau Soups and Sauces <i>FOD305</i>	
	Vegetables, Fruits and Grain Products <i>FOD208</i>	Creative Food Presentation <i>FOD306</i>	
	Creative Cold Foods <i>FOD209</i>	Short Order Cooking <i>FOD307</i>	
	Basic Meat Cookery <i>FOD210</i>	Advanced Meat Cookery <i>FOD308</i>	
	Fish and Poultry <i>FOD211</i>	Basic Meat Cutting <i>FOD309</i>	
Meal Planning for Enjoyment <i>FOD104</i>	Adapting Meal Planning to Lifestyles <i>FOD212</i>	Entertaining with Food <i>FOD310</i>	Management
	Vegetarian Cuisine <i>FOD213</i>	Food Processing <i>FOD311</i>	
Fast Foods and Convenience Foods <i>FOD105</i>	Rush Hour Cuisine <i>FOD214</i>	Food Evolution and Innovation <i>FOD312</i>	
	Food Safety and Sanitation <i>FOD215</i>		
	Food Venture <i>FOD216</i>	The Food Entrepreneur <i>FOD313</i>	
Canadian Foods: Our Heritage <i>FOD106</i>	International Cuisine <i>FOD217</i>	Cuisine of a Culture of Choice <i>FOD314</i>	Social and Cultural

—— Prerequisite - - - - Recommended sequence
 1 Prerequisite to all modules in this strand.

LINKAGES – Foods: *Linkage Opportunities Within CTS*

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
<div>CTS Project 1A</div> <div>CTS Project 1B</div>	<div>CTS Project 2A</div> <div>CTS Project 2B</div> <div>CTS Project 2C</div> <div>CTS Project 2D</div>	<div>CTS Project 3A</div> <div>CTS Project 3B</div> <div>CTS Project 3C</div> <div>CTS Project 3D</div>	Career Transitions
<div>Quality Guest Service¹</div> <div>Tourism Food Sector</div>	<div>Food Functions</div>	<div>Living Environments—Studio (Form & Space)</div> <div>Managing the Venture</div> <div>Food Services Operations</div>	Design Studies Enterprise and Innovation Tourism Studies

1. Teachers registered as ALBERTA BEST Trainers may award ALBERTA BEST Student Certificates.

MODULE DES308: LIVING ENVIRONMENTS—STUDIO (FORM AND SPACE)**Level:** Advanced**Theme:** Design Skills, Processes and Applications**Prerequisites:** None**Module Parameters:** Refer to the Design Studies Guide to Standards and Implementation

The student learns to consider form and space when developing specific architectural, environmental or interior design solutions specific to human and/or environmental needs. The student assesses solutions on the basis of functional and aesthetic considerations and appropriateness within the human environment. Materials and production processes may be considered at this stage though not necessarily resolved. When designing at the micro level, students consider the ergonomic aspects of design.

Kitchens may be for cooking, eating, socializing, cleaning, producing or rushing. The design determines how effectively a kitchen meets its function and the needs of those using it. What about its appearance? Develop skill in creating an effective kitchen design.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> address advanced level problems in one or more Living Environment themes (architectural design, environmental design, interior design) 	<i>Assessment of student assessment will be based on:</i> <ul style="list-style-type: none"> resolution of a teacher- and/or student-specified advanced level Living Environments project brief. <i>Assessment Tools</i> <i>Design Studies Process Assessment Framework (DESPAF-1)</i> <i>Presentations/Reports, DES308-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment.</i>	50
<ul style="list-style-type: none"> apply elements and principles of design (e.g., space, form) and ergonomics within architectural, environmental, and/or interior design 	<ul style="list-style-type: none"> selection and effective use of elements and principles of design in project work. <i>Assessment Tools</i> <i>Authorized resources for explanation and examples of elements and principle of design</i> <i>Presentations/Reports, DES308-1</i> <i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment.</i>	10

MODULE DES309:LIVING ENVIRONMENTS—STUDIO (FORM AND SPACE) (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • make rational judgments with respect to aesthetic quality in architectural, environmental or interior design 	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> • justification of judgments made during designing with respect to aesthetic quality of the designed solution, brought forth within the presentation/critique. <p><i>Assessment Tools</i> <i>Problem-Solving, DES308-2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment.</i></p>	20
<ul style="list-style-type: none"> • maintain and present a design portfolio 	<ul style="list-style-type: none"> • maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the project brief, and the student's discourse regarding: <ul style="list-style-type: none"> – how human and environmental needs have been addressed through the designed solution, – the judgments made during the designing process, – why these were made, and – the effect they had in shaping the final result. <p><i>Assessment Tools</i> <i>Design Studies Presentation Framework, (DESPRE-3D)</i> <i>Presentation/Reports Assessment Framework (CTSPRE)</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 3 in applicable areas of assessment.</i></p>	20
<ul style="list-style-type: none"> • demonstrate effort to develop basic competencies. 	<ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the instructional period with specific emphasis on “Innovation”, “Communication” and “Teamwork and Leadership”. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE DES308: LIVING ENVIRONMENTS—STUDIO (FORM AND SPACE) (continued)

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> consider how form and space are used in the context of architectural, environmental and interior design conduct research to compare the living and working spaces of two communities that differ in some way; e.g., climatically, socio-economically, culturally identify one example drawn from architectural, environmental or interior design (e.g., a frame construction house from Canada and a house from Japan) and compare them consider the responsibility design has toward the human and natural environment. 	<p>Compare kitchen spaces of a "conventional" family with those of a physically challenged individual</p> <p>OR</p> <p>extended family versus nuclear family</p> <p>OR</p> <p>family home versus "mother-in-law suite" kitchens)</p> <p>OR</p> <p>industrial kitchen versus home kitchen</p> <p>OR</p> <p>fast food kitchen versus classic hotel or banquet kitchen.</p>
Elements and Principles of Design	<ul style="list-style-type: none"> identify the elements and principles of design used in the solution of each design problem and explain how their use has contributed to the aesthetics and function of the solution. 	
Applied Problem Solving	<ul style="list-style-type: none"> identify and resolve a design problem in the area(s) of architectural, environmental and/or interior design; e.g., a personal living space, a living space for an extreme environment, a commercial space, a park, a restaurant, a prefabricated living space with components that can be assembled on location, a survival shelter identify each problem, write a project brief and structure a plan for resolution select and use appropriate tools and materials as outlined in the project brief rationalize decisions made during designing and indicate how these decisions affected the aesthetic quality of the solution. 	<p>Design Problem:</p> <ul style="list-style-type: none"> design a kitchen for a physically challenged individual OR design a kitchen for a "mother-in-law suite" OR design a kitchen for a single parent family with limited resources OR design a kitchen for a restaurant or food production plant.
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> see Specific Learner Expectations for 2-D Design—Studio (Form, Composition and Aesthetics). 	See notes from 2-D Design Studio and 3-D Design Studio modules.

MODULE E&I301: MANAGING THE VENTURE

Level: Advanced

Theme: Making It Happen

Prerequisites: Making It Happen

Module Parameters: No specialized equipment or facilities required

The student develops management procedures for a venture.

The successful operator of a food business combines understanding of food with talents for planning, organizing and managing. Managing the Venture allows you to participate in the operation of an existing food business. Or, use it as an excellent way to develop management procedures for the business you are developing in “The Food Entrepreneur” module.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> manage the venture by performing the following functions: <ul style="list-style-type: none"> – planning – organizing – managing human resources – managing finances – monitoring establish management procedures necessary to implement the venture examine critical risks, and develop contingency procedures 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> an Organizational Chart outlining the structure of one of the following: <ul style="list-style-type: none"> • their own venture • another organization <p><i>Assessment Tool</i> <i>Framework for Assessing Organizational Chart, E&I301-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment.</i></p>	30
	<ul style="list-style-type: none"> a Contingency Plan: Given three problem scenarios, the student will develop a contingency plan for each example: <ul style="list-style-type: none"> – drop-in demand for product – human resource complication – major delay in production – a new competition in the market. <p><i>Assessment Tool</i> <i>Framework for Assessing Contingency Plans, E&I301-2</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	45

MODULE E&I301: MANAGING THE VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> monitor the venture plan, and revise as necessary 	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> an Oral Presentation on the status of the venture addressing the following: <ul style="list-style-type: none"> current position, highlighting the strengths, weaknesses and revisions necessary. <p><i>Assessment Tool</i> <i>Framework for Assessing Venture Progress, E&I301-3</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	20
	<ul style="list-style-type: none"> Reflection Record consisting of identification of personally significant knowledge, skills and attitudes within the context of management. <p><i>Assessment Tool</i> <i>Framework for Assessing a Reflection Record, E&I301-4</i></p> <p><i>Standard</i> <i>A minimum of five of nine criteria must be completed with supportive evidence as outlined</i></p>	5
	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process: <ul style="list-style-type: none"> managing learning being innovative acting ethically managing resources communication teamwork and leadership demonstrating responsibility. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE E&I301: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Planning	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • evaluate the objectives and goals of the venture • examine management functions: <ul style="list-style-type: none"> – leading – motivating – morale building – planning – directing – problem solving – decision making – communicating – organizing – monitoring • analyze the goals, and develop a plan of action to fulfill venture requirements in terms of: <ul style="list-style-type: none"> – capital – labour – marketing – production/service • examine the need for accounting procedures, and review source documents, such as: <ul style="list-style-type: none"> – sales receipts – cash register records – cheque stubs • appraise government regulations dealing with: <ul style="list-style-type: none"> – health – safety – compensation • discuss ethical and unethical business practices • examine the marketing mix: <ul style="list-style-type: none"> – product/service – pricing – location – promotion • formulate a plan to monitor: <ul style="list-style-type: none"> – inventory – supplies. 	<p>Examine these concepts in the context of an existing venture, school cafeteria or business developed in the “Food Entrepreneur” module.</p> <p>Government Regulations:</p> <ul style="list-style-type: none"> • review the basic labour regulations from the point of view of both the employee and the employer • interpret the role of the various government agencies that are concerned with the worker’s well-being: <ul style="list-style-type: none"> – Occupational Health and Safety – Workers’ Compensation Board – Board of Public Health.

MODULE E&I301: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Organizing	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe qualities of leadership as a management tool compare the effects of leadership styles on human relations develop an organizational structure to achieve the goals and objectives of the venture analyze the organizational structure in terms of: <ul style="list-style-type: none"> flexibility suitability to type and size of venture communication channels decision-making process efficiency establish and maintain effective internal/external communication functions. 	<p>Purchasing:</p> <ul style="list-style-type: none"> compare the many specifications, standards, forms and packaging sizes that make up the necessary product knowledge affecting food purchase decisions. <p>Food Preparation:</p> <ul style="list-style-type: none"> practise management strategies for accomplishing tasks: <ul style="list-style-type: none"> scheduling and planned work activities job descriptions “mise en place”.
Managing Human Resources	<ul style="list-style-type: none"> describe the necessary components/strategies of: <ul style="list-style-type: none"> recruitment human resources development examine characteristics for a supervisor role discuss the components of remuneration: <ul style="list-style-type: none"> tangible intangible assess impact of working conditions on organizational culture explain impact of morale on productivity apply the use of an organization plan prepared by others demonstrate conflict resolution strategies demonstrate negotiating skills propose a system to deal with tardiness and absenteeism formulate a plan to encourage: <ul style="list-style-type: none"> team building professionalism. 	<p>Organizational Culture:</p> <ul style="list-style-type: none"> examine and discuss issues and concerns facing today's food service industry: <ul style="list-style-type: none"> public image high staff turnover sanitary and hygiene conditions.

MODULE E&I301: MANAGING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Managing Finances	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • examine accounting functions: <ul style="list-style-type: none"> – cash flow – profit and loss – balance sheet • perform banking functions: <ul style="list-style-type: none"> – identify banking institutions – properly complete various forms • design a sample payroll • examine the function of accounts receivable and accounts payable in relation to cash flow. 	<p>Cost Control:</p> <ul style="list-style-type: none"> • examine the many costs involved in operating a food service establishment: <ul style="list-style-type: none"> – overhead costs, foods costs, etc. • outline the key strategies used by chefs and food service managers to control costs: <ul style="list-style-type: none"> – standardized recipes, portion control, menu planning, etc.
Monitoring	<ul style="list-style-type: none"> • examine various venture plans and identify factors in the venture plan that require monitoring: <ul style="list-style-type: none"> – cash flow – customer/client satisfaction – human resources effectiveness – other • set a time line indicating when and how often each factor would be monitored • propose adjustments to remedy inconsistencies • examine external factors that may affect the venture: <ul style="list-style-type: none"> – fluctuating economy – fads – seasonal variations • propose adjustments to remedy inconsistencies • develop strategies for changing a plan in progress • compare and assess financial alternatives • discuss circumstances when it may be appropriate to downsize or terminate the venture • formulate a plan addressing the requirements and responsibilities involved in downsizing or terminating a venture. 	

LINKAGES – Foods: Connections Across the Curriculum

Foods Modules	Across the Curriculum																
	Junior High								Senior High								
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts
Theme: Nutrition																	
FOD101: Food Basics																	
FOD201: Beyond Canada's Food Guide																	
FOD202: Nutrition & Athletic Performance																	
FOD203: Energy Use for Health and Activity																	
FOD301: Food Through the Life Cycle																	
FOD302: Nutrition & Digestion																	
Theme: Preparation & Presentation																	
FOD102: Baking Basics																	
FOD103: Simple Snacks & Appetizers																	
FOD204: Cake & Pastry																	
FOD205: Yeast Breads & Rolls																	
FOD206: Milk Products & Eggs																	
FOD207: Basic Stocks, Soups & Sauces																	
FOD208: Vegetables, Fruits & Grain Products																	
FOD209: Creative Cold Foods																	
FOD210: Basic Meat Cookery																	
FOD211: Fish & Poultry																	
FOD303: Creative Baking																	
FOD304: Advanced Yeast Products																	
FOD305: Classic & Nouveau Soups & Sauces																	
FOD306: Creative Food Presentation																	
FOD307: Short Order Cooking																	
FOD308: Advanced Meat Cookery																	
FOD309: Basic Meat Cutting																	
Theme: Management																	
FOD104: Meal Planning for Enjoyment																	
FOD105: Fast Foods & Convenience Foods																	
FOD212: Adapting Meal Planning to Lifestyles																	
FOD213: Vegetarian Cuisine																	
FOD214: Rush Hour Cuisine																	
FOD215: Food Safety & Sanitation																	
FOD216: Food Venture																	
FOD310: Entertainment with Food																	
FOD311: Food Processing																	
FOD312: Food Evolution & Innovation																	
FOD313: The Food Entrepreneur																	
Theme: Social & Cultural																	
FOD106: Canadian Foods: Our Heritage																	
FOD217: International Cuisine																	
FOD314: Cuisine of a Culture of Choice																	

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



[illegible]

LEGEND: D - Duplicates C - Compliments

LINKAGES – Foods: Linkages With Other Programs (continued)

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetable, Fruit & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice	
Social Studies 9						C																																
USA																																						
Russia						C																																
Social Studies 10 & 13																																						
Regions of Canada						C																																
Social Studies 20, 23, 30, 33																																						
Cultural Diversity						C																		C														C
Food Production Distribution																																						
Global Issues																																						
Environmental Issues																																						
Alternative Food Sources																																						
Science 7,8 & 9																																						
Nutrients	C		C																																			
Scientific Investigative Skills				C																																		
Laboratory Management	C	C	C	C	C	C																																
Heat/Temperature/Energy			C	C																																		
Physical/Chemical Changes	C		C																																			
Science 14																																						
Household																																						
Science/Biology/Chemistry	C	C					C	C	C																													
Science 10/20/30																																						
Problem Solving & Decision Making	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Initiating & Planning	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	

LEGEND: D - Duplicates C - Compliments

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetable, Fruit & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meatcutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice		
Collecting & Recording	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
	Organizing & Communicating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
		Analyzing	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Connecting, Synthesizing & Integrating	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
	Evaluating the Process/Outcomes	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Mathematics																																							
Number Systems & Operations	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
	Ratio & Proportion	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
	Measurement	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C		
Data Management	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Algebra	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
Problem Solving	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	

LEGEND: D - Duplicates C - Compliments

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Food Basics Management	Select and use utensils correctly when measuring.	Math 7	<ul style="list-style-type: none"> Fractions Mixed Numbers Whole Numbers 	Number systems and operations. Volume, mass, area.	Double a recipe e.g., $250 \times 2 = 500\text{ml}$. Half a recipe e.g., $250/2 = 125\text{ml}$.
Simple Snacks and Appetizers	Compare a variety of snacks in terms of: kilojoules, fat, fibre, sodium, sugar, cost.	Math 7	<ul style="list-style-type: none"> Size Decimals 		Find and compare the KJ, fat, fibre, Na, sugar, in nachos, bananas, fries, cola drink.
Meal Planning for Enjoyment Consumerism	Explore consumer strategies used to purchase. Purchasing foods taking into consideration. Comparison shopping.	Math 7	<ul style="list-style-type: none"> Unit price 	Ratios and proportions. Number systems and operations.	Prepare a basic shopping list for food for the next lab. Price out the food in appropriate quantities at a mega food store and at a neighbourhood grocery store.
Preparation	Plan to prepare as: <ul style="list-style-type: none"> estimating cost managing time 	Math 7	<ul style="list-style-type: none"> Estimates, add 		
Career Explorations	Explore various . . . meals. Computer analysis for costing recipes. Caterer. Dietitian. Cruise coordinator. Restaurant manager.	Math 7-9	<ul style="list-style-type: none"> Accounting Estimating Budgeting Whole Numbers 	Number systems and operations Consumer, credit, deposits, Percent	Learn how to use a simple computer spread sheet and set up account for your group to see which food group is most expensive per serving. Invite a restaurant manager in to speak about the kinds of book keeping that would have to be done in a restaurant or catering business.

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Cultural Foods Management	Analyze foods/meals prepared Cost Preparation time	Math 7	<ul style="list-style-type: none"> Estimates Add, divide 	Number systems and operation	
Career explorations	Establish a small business Publication of ethnic cookbook	Math 7	<ul style="list-style-type: none"> Accounting Estimating 		
Fast Foods Preparation	Compare methods of food preparation: Standardization of product Cost Computerization Prepare, compare and evaluate some convenience foods.	Math 7	<ul style="list-style-type: none"> Comparisons 	Number systems and operations Data management	Make popcorn – Use 50 ml corn, 25 ml oil, make in a heavy fry pan, electric fry pan, heavy pot, hot air popper (no oil) and compare the time taken to pop, efficiency (number of unpopped kernels) and clean up time. Compare and graph results of three trials.
Nutrition and nature of food	Relate energy value of foods to the body as an energy balance system. Explain the risk factors for heart disease with reference to amount and quality of dietary fat and sodium consumption.	Math 7 Math 9	<ul style="list-style-type: none"> Equations Inequalities Graphing Addition 	Number systems and operations Whole numbers, decimals Operations Data management Statistics, variables, equations	Calculate your daily food intake in KJ, and daily requirements for your age, sex, activity, for good health. Compare energy in with required for all class.

LINKAGES – Foods: Math Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Preparation	Compare the impact on fat content of different preparation and processing methods on a variety of foods. Assess the impact of fat and fibre on the sensory qualities of food. Modify, prepare and evaluate recipes to achieve reduced fat and increased fibre.	Math 10	<ul style="list-style-type: none"> Linear Bar graphs 	Inequalities, graphing-linear equations Probabilities Coordinate geometry and graphing Functions and relations Permutations, combinations	Research the quantity of fat and fibre in one serving of apple, white bread, hamburger, chips, cheese, egg, yogurt, ice cream, sherbet, chocolate, carrots, celery, broccoli or other foods. Rank from greatest to least. Try to reduce a high fat recipe to a low fat recipe.
Energy use for health and activity Nutrition and Health	Methods of measuring body composition Predict the impact on the energy Analyze personal energy balance equation	Math 7-9	<ul style="list-style-type: none"> Measuring Estimates 	Number systems and operations Whole numbers, decimals	Have guest speaker come in and explain body composition and measure each class member. Analyze personal energy balance equation and predict weight maintenance, gain and loss and percentage of change in one semester.
Preparation	Plan and prepare and evaluate foods Evaluate and compare the energy value		<ul style="list-style-type: none"> Comparisons 	Data management Statistics, variables, equations	

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Career exploration	Dietetics Community Nutritionist Metabolic units Diet programs Fitness technology Marketing	Math 10 Math 30	<ul style="list-style-type: none"> Whole Numbers 	Inequalities, graphing-linear equations Probabilities Coordinate geometry and graphing Functions and relations Permutations, combination	Ask sports nutritionist to come to class and discuss records kept on diet for athletes. Ask local hospital nutritionist to come in to discuss the calculation of diets for patients who must have low sodium, sugar, cholesterol. Describe how diets are calculated and balanced.
Adapting meal planning to lifestyles Management	Evaluate the relationship of the resources: cost, time, skills	Math 9	<ul style="list-style-type: none"> Whole Numbers 	Data management Statistics, variables, equations Inequalities	Research the cost and time in a basic meal when: Making it from scratch, Using a prepared frozen entree, Using an uncooked store prepared entree, having it delivered or eating out.
Career exploration	Explore skills and abilities exercised Entrepreneurial ventures: Catering, Marketing, Restaurants, Community kitchens, Dietetics	Math 7		Number systems and operations Whole numbers, decimals Operations	Visit the local meals on wheels and discuss records kept for clients and records kept for purchasing, meal planning etc.
Vegetarian Cuisine Food selection culture and ecology	Compare factors that motivate people Economic Examine the provision of adequate	Math 9	<ul style="list-style-type: none"> Money ; 	Data management Statistics, variables, equations Inequalities, graphing linear equations	Compare the nutrient intake of a student of same sex, size, activity and age. Note any surplus or deficiency and percentage of each. Estimate probabilities of health problems related to diet.
Food Venture	Investigate existing food ventures	Math 7		Number systems and operations	Discuss the appropriate bookkeeping necessary to monitor the venture.

LINKAGES – Foods: Math Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Management	Investigate student-directed food venture Plan implement and assess a food venture			Whole numbers, decimals Operations	
Food safety and sanitation	Develop a program of quality controls Temperature control	Math 7		Number systems and operations Whole numbers, decimals	Research the effect of temperature on the growth of food spoilage bacteria.
International Cuisine Career Explorations	Import businesses: wholesale and retail Tourism Institutional food services	Math 7		Number systems and operations Whole numbers, decimals Operations	Have a guest speak to the class about their import, export business and the norms of profit and mark-up. Have a guest speaker talk to the class regarding the costs per person for institutional food service staffed vs. contracted out.
Cuisine of a culture of choice Nutrition and Culture	Investigate factors that determine the availability of foods Economy Analyze how nutritional needs are met through the food patterns of the culture			Number systems and operations Whole numbers, decimals Operations	
Career explorations	Heritage sites Ethnic restaurants Import business-wholesale, retail Ethnic festivals Tourism Institutional food services	Math 9		Data management Inequalities, graphing linear equations Statistics, variables, equations	Estimate the costs of having a booth at the local heritage days festival to serve a community favorite food and the possible profits, preparation time and the possibility of a rain out or shortfall, bank loans, etc.

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Fast Foods and Convenience Foods Management and nutrition	Assess the nutritive value of prepared and convenience foods Management of resources and money, time Evaluate convenience food nutrition	Math 9		Data management Statistics, variables, equations Inequalities, graphing linear equations	Compare the nutritive values of a variety of prepared and convenience foods and the comparable foods made from scratch. Compare also resources, time, money.
Milk Products and Eggs	Compare the nutritive value of a variety of milk products. Describe the composition	Math 7	<ul style="list-style-type: none"> Decimals Whole Numbers Sizes Weights 	Number systems and operations Whole numbers, decimals Operations	Graph and compare the major nutrients in variety of dairy products.
Baking Basics	Develop and practice accurate measuring techniques		<ul style="list-style-type: none"> Fractions Whole Numbers 	Number systems and operations Whole numbers, decimals	
Use of equipment	Recognize the need for accuracy and practice the correct use of various measuring tools.			Operations	
Beyond Canada's Food Guide Consumerism	Interpret nutrition labeling Evaluate nutrient content of foods Formulate criteria for evaluating	Math 7	<ul style="list-style-type: none"> Decimals Percent 	Number systems and operation Whole numbers, decimals Operations	Research and compare the fat content of ten "light" products, ten "Cholesterol free" products and prepare criteria for labeling products with these labels.
Food Venture Managing the Venture	Manage the venture by performing the following functions: Managing finances	Math 9	<ul style="list-style-type: none"> Money 	Data management Statistics, variables, equations Inequalities, graphing linear equations	Set up a sample set of books for the venture and do a trial run with sample figures including sales receipts, cash register slips, cheque stubs, payroll, inventory, supplies, accounts receivable, cash flow.

LINKAGES – Foods: Math Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Creative Food Presentations	Assess the costs including: Time Wastage Changes in food value	Math 7	<ul style="list-style-type: none"> Fractions Whole Numbers Decimals Percent 	Number systems and operations Whole numbers, decimals Operations	Use a spreadsheet to assess the costs including time, wastage, and changes.

CAREER & TECHNOLOGY STUDIES		SCIENCE			ACTIVITY
Module	Module Learner Expectations	Course	Unit	Concept/Skill	
FOD101 Food Basics	Hygienic food routines Safety and sanitation	Science 7	<ul style="list-style-type: none"> Micro-organisms and Food Supplies 	Concepts 1, 2, 3, 4	Students use agar plates to sample counters, cooking surfaces before and after cleaning.
FOD201 Beyond Canada's Food Guide	Interrelationships between foods; nutrients, the function and wellness Fibre and fat relating to wellness Nutrient value of foods Alternatives in high quality foods and diets	Science 14 Science 24	<ul style="list-style-type: none"> Nutrition 	Concepts 1, 2, 4	Computer relating to diet and food analysis.
FOD215 Food Safety and Sanitation	Food borne illness Groups of micro-organisms Micro-organisms and food conditions Food intoxication vs. food infection Presentation and control of micro-organisms Quality control	Science 16	<ul style="list-style-type: none"> Household Science 	Concepts 2, 6	Students may grow and examine cultures.
		Biology 20	<ul style="list-style-type: none"> Matter and Energy Exchange in Ecosystems 	Concepts 1, 2, 3	Experiment to detect the presence of carbohydrates liquids and proteins in food Experiment in colourmetry to measure potential energy in fats and foods.

LINKAGES – Foods: Science Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		SCIENCE			ACTIVITY
Module	Module Learner Expectations	Course	Unit	Concept/Skill	
FOD301 Food Through the Life Cycle	Digestion, absorption on and metabolism of nutrients Role of vitamins and minerals Diet related diseases	Science 26	• Life Forms and Change	Concepts 1, 2, 4, 7	
FOD311 Food Processing	Factors affecting food safety and food spoilage Technology in processing and preserving	Science 24	• Disease Defense	Concepts 1.2, 1.3	

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice
Foods I*																																					
- orientation to laboratory	X																																				
- kitchen safety	X	X	X	X	X																																
- utensils	X	X																																			
- appliances	X	X	X	X	X																																
- recipes	X	X	X	X	X																																
- table setting	X																																				
- Canada's Food Guide	X																																				
- food preparation principles and techniques	X	X	X	X	X																																
Simple Snacks & Meals																																					
- simple snacks and meals		X	X	X	X																																
- food preparation & techniques	X	X	X	X	X																																
Enjoying Foods with Others																																					
- reasons for eating				X																																	
- influences on food choices			X	X	X																																
- planning and preparing for social occasions		X																																			
Foods II*																																					
- kitchen orientation and safety	X	X		X																																	
- food choices		X	X	X	X																																
- food preparation techniques and skills (building on level I)	X	X	X	X	X																																
Canadian Heritage Cookery																																					
- Early Canadian lifestyles																																					
- Canadian Heritage cookery																																					
- food preparation																																					
Fast Foods																																					
- convenience foods					X																																
- food labeling					X																																
- commercial fast food outlets					X																																

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

CSB: 96 06 07

Foods /H.29
(Interim 1994)

LINKAGES – Foods: Correlations With Practical Arts Courses†: Home Economics (Foods) 7, 8, 9 (continued)

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice
Foods III*																																					
- introduction (review)	X																																				
- factors affecting food choices			X	X																																	
- food preparation	X	X	X	X	X	X																															
Making Meals																																					
- influencing factors			X	X																																	
- factors affecting food choices			X	X																																	
- food preparation	X	X	X	X	X	X																															
Making Meals																																					
- consumer skills			X	X	X																																
- meal patterns			X			X																															
Cultural Foods																																					
- influences on food choices				X		X																															
- preparation of cultural foods				X		X																															

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

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* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

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LINKAGES – Foods: Correlations With Practical Arts Courses†: Food Studies 10, 20, 30 (continued)

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* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

Foods /HL.3^c

(Interim 19)

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	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutriton & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Curing	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice	
Advanced Foods - A (Fruits, Vegetables, Breads & Cereals)										X				X														X										
advanced techniques in selection and preparation of these food groups																																						
developments in production and processing of these foods with emphasis on ecological and economic impact in Alberta																																						
food service careers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Advanced Foods - B (Milk, Milk Products & Eggs)																																						
advanced techniques in selection and preparation of these food groups												X																										
developments in production and processing of these foods with emphasis on ecological and economic impact in Alberta												X																										
food service careers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food Handling and Processing																																						
government regulations relating to food handling and processing																					X																	
food preservation																																						
marketing cycles of food																																						
Canadian Food Heritage																																						
influencing of beliefs, values and resources on food studies in						X																																
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ethnic and regional food patterns in Canada						X																																

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

CSB: 96 06 07

LINKAGES – Foods: Correlations With Practical Arts Courses†: Food Studies 10, 20, 30 (continued)

	Food Basics																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

Foods /H.34

(Interim 1994)

	Food Basics	Baking Basics	Simples Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Curing	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice		
Entertaining with Food																																							
	food as a socializer																																						
application of the principles of meal planning to hospitality and entertaining																																							
etiquette and acceptable behavior in a variety of settings																																							
Carbohydrates/Fats and Oils																																							
forms, sources and uses of carbohydrates and fats															X										X						X								
nutritional requirements and implications of over-consumption																									X														
preparation of food products high in carbohydrates or fats																									X				X										
Kitchen Planning																																							
Kitchen planning philosophies																																							
safe, efficient use of space and equipment																																							
resource conservation																																							
safety, maintenance and simple repairs																																							

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

LINKAGES – Foods: Correlations With Practical Arts Courses†: Home Economics (Foods) 7, 8, 9 (continued)

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice		
Food Preparation 12																																							
- Opportunities in Food Service	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Industry																																							
- Utensils & Cooking Equipment	X	X								X	X	X	X	X	X	X	X	X																					
- Tools & Process (serve)	X	X								X	X	X	X	X	X	X	X	X			X																		
- Tools & Process (mix)	X	X								X	X	X	X	X	X	X	X	X			X																		
- Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
- Storage	X											X		X	X	X	X	X																					
- Sanitation																																							
- Measuring & Planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
- Basic Nutrition & Menu Plan	X			X			X											X																					
- Practical Cooking	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Food Preparation 22A																																							
- Vegetable cookery														X																									
- Stocks													X																										
- Soups													X	X																									
- Sauces													X	X																									
- Gravies													X																										
- Meat																X																							
Food Preparation 22B																																							
- Cold Kitchen Productions														X									X																
- Salads													X	X																									
- Appetizers		X											X	X																									
- Desserts & Short Pastry	X								X																														
Food Preparation 22C																																							
- Short Order Cookery												X											X																
- Dairy Products																																							
- Fats & Oils																																							
- Cereals/Breakfast Foods												X																											
- Serving Food																																							

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

Foods /H.36

(Interim 1997)

	Food Basics	Baking Basics	Simple Snacks & Appetizers	Meal Planning for Enjoyment	Fast Foods & Convenience Foods	Canadian Foods: Our Heritage	Beyond Canada's Food Guide	Nutrition & Athletic Performance	Energy Use for Health & Activity	Cake & Pastry	Yeast Breads & Rolls	Milk Products & Eggs	Basic Stocks, Soups & Sauces	Vegetables, Fruits & Grain Products	Creative Cold Foods	Basic Meat Cookery	Fish & Poultry	Adapting Meal Planning to Lifestyles	Vegetarian Cuisine	Rush Hour Cuisine	Food Safety & Sanitation	Food Venture	International Cuisine	Food Through the Life Cycle	Nutrition & Digestion	Creative Baking	Advanced Yeast Products	Classic & Nouveau Soups & Sauces	Creative Food Presentation	Short Order Cooking	Advanced Meat Cookery	Basic Meat Cutting	Entertaining with Food	Food Processing	Food Evolution & Innovation	The Food Entrepreneur	Cuisine of a Culture of Choice		
Food Preparation 32A	- Meat																																						
	- Fish																X																						
	- Poultry																X																						
	- Sauces/Soups												X																										
	- Behavior																																						
Food Preparation 32B	- Baking ingredients	X								X	X															X	X												
	- Cake Pastry Yeast Doughs								X	X	X														X	X													
	- Decorating & Filling Doughs								X																X	X													
	- Desserts																								X	X													
Food Preparation 32C	- Managing the Kitchen																					X																	
	- Nutrition						X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X									X					
	- Purchase, Storage, Control						X					X	X	X	X	X	X	X	X	X	X	X	X	X	X									X					
	- Planning Work Activity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									X				
Food Preparation 32D	- Cost Control																																						
	- Serving Food											X																											
Preparation for Employment							X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Food Preparation 32D																																							

* Compulsory Modules

† All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

TRANSITIONS: *Foods: Related Occupations*

Information for this chart was obtained from the National Occupations Classification (NOC) descriptions:

Educational Requirements:

D: High School Education
C: Apprenticeship

B: College or Vocational Education
A: University

Occupational Profile	NOC#	D	C	B	A
Applied Chemical Technologists and Technicians	2211			✓	
Bakers	6252		✓		
Banqueting/Catering Supervisors	0631			✓	✓
Biological Technicians and Technologists	2221			✓	
Butchers and Meat Cutters, Retail and Wholesale	9462	✓			
Chefs	6241		✓		
Cooks	3133		✓		
Dietitians and Nutritionists	9463				✓
Fish Plant Workers	6453	✓			
Food and Beverage Servers	6641	✓			
Food Service Counter Attendants and Food Preparers	6241	✓			
Food Service Supervisors	6212	✓			
Grocery Clerks and Shelf Stockers	6622	✓			
Industrial Butchers and Meat Cutters, Poultry Preparers and Related workers	9462	✓			
Kitchen and Food Service Helpers	6642	✓			
Labourers in Fish Processing	9618	✓			
Labourers in Food, Beverage and Tobacco Processing	9617	✓			
Maitres d'hotel and Hosts/Hostesses	6451	✓			
Manufacturing Managers	0911			✓	
Process Control and Machine Operators, Food and Beverage Processing	9461	✓			
Purchasing Managers	0113				✓
Restaurant and Food Service Managers	0631			✓	
Retail and Wholesale Buyers	6233			✓	✓
Supervisors Food, Beverage and Tobacco Processing	6212	✓			
Testers and Graders, Foods and Beverage Processing	9465	✓			

	PUBLIC COLLEGES										APPRENTICESHIP TRADE		PRIVATE COLLEGES					TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES							
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology		Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake		
Administration (including Hotel/Restaurant)			CD	CD			CD												VC	CD	V	CB(3y) B(4y)	VCD M	C	CBM							
Dietary Technology/Dietetics								It							2t				C	VD					It							
Food Science (degree program)			It					It	It		2t			It	2t	It								BMP hD								
Home Economics (including a degree program in Foods & Nutrition)			It					It	It		2t				V									BM								
Baker/Baking												3y							VC	C												
Cook/Cooking	C			C	C	CD						3y							VC	D									CIt	C(14 w)		
Meat Cutting and Merchandising/Processing						CD	CD			C									C	C												
Restaurant Service						V					CD								C(8 w)													

CODES: B Bachelor's Degree D Diploma (2 years) w weeks
M Master's Degree ; V Varies m months
Ph.D. Doctoral Degree It One-year transfer y years
C Certificate (1 year or less) 2t Two-year transfer

*Information taken from "It's About Time: To Start Thinking About Your Future", Advanced Education and Career Development, 1995.

CREDENTIALLING – *Credentialling Opportunities in Foods*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Food Sanitation and Hygiene	Alberta Health Environmental Health Services		Food Safety and Sanitation (FOD215)		Alberta Health, Environmental Health Services 14 th Floor, Jasper Avenue Bldg, Box 1360, 10025 Jasper Ave. Edmonton, AB T5J 2N3 Telephone: 427-2643 Fax: 422-9681
Tourism: Alberta Best	Alberta Tourism Education Council	TOU	Quality Guest Service (TOU103)	Alberta Best Trainers	<i>see Tourism</i>

FOODS

SECTION I: LEARNING RESOURCE GUIDE

(INTERIM)

TABLE OF CONTENTS

This section of the GSI has been designed to provide a list of resources that support student learning. Three different types of resources are identified:

- **Authorized:** Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- **Other:** Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary for use in school jurisdictions
- **Additional:** A list of local and provincial sources of information available to teachers, including the community, government agencies, resource centres and organizations.

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Foods curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
 - basic learning resources
 - support learning resources
 - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS: The Education Station. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Foods modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ATEC	Title	Author	101	201	301
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced
Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: (403) 427-2767
Fax: (403) 422-9750

Please check LRDC for availability of videos.

The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB
T5K 0L2
Telephone: (403) 422-4872
Fax: (403) 422-0576

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Foods curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
AHS	<p><i>Canada's Food Guide to Healthy Eating: For People Four Years and Over.</i> Ottawa, ON: Health and Welfare Canada, 1992.</p> <p>A guide to help you make wise food choices. The components include a tear sheet of the Food Guide, a 12-page booklet that explains how to best use the Food Guide and a booklet providing information on using Food Labels to choose foods for healthy eating.</p> <p><i>Using the Food Guide.</i> Available from your local Board of Health (See pages 1.29-1.31).</p> <p><i>Using Food Labels.</i> Available from your local Board of Health (See pages 1.29-1.31).</p>	all	all	all
LRDC	<p><i>DINE Healthy</i> (Windows Version and MacIntosh Version.) Amherst, NY: Dine Systems, Inc., 1994. Courseware Package.</p> <p>The Dine-Healthy program is a computerized dietary analysis and physical fitness scoring system based on the National Academy of Sciences' Recommended Dietary Allowances (R.D.A.'s) and Canadian Recommended Nutrient Intake (R.N.I.). DINE Healthy teaches how to maximize health through nutrition and exercise. The curriculum guide is an excellent teacher resource which will aid in the presentation and instruction of nutrition as it relates to health by using the DINE Healthy program. A curriculum guide is available.</p>		201 202 203 212	301 302
LRDC	<p><i>Discovering Food and Nutrition.</i> (4th edition.) Helen Kowtaluk. Peoria, IL: Macmillan/McGraw-Hill, 1995.</p> <p>This is an excellent resource for introductory Foods. It includes nutrition and wellness, consumer skills, applied academic management and planning, conservation, cooperation, safety and food preparation techniques. The student text is comprehensive, well-illustrated resource which will appeal to junior high students. The student workbook directly relates to text material to reinforce concepts, stimulate thinking and provide hands-on application. The Teacher Resource binder provides a wealth of teaching ideas and includes excellent color overheads. A teacher resource book without transparencies is also available.</p>	101 102 103 104 105		

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>FoodFocus3.</i> (Windows Version 3.1.) Winnipeg, MAN: FoodFocus 3, 1995. Courseware Package.</p> <p>Food Focus 3 is a computerized (IBM) educational nutrition analysis program based on the Canadian Nutrient Values of foods. Student are able to select food items and then analyze in terms of their daily Canadian Recommended Nutrient Intake. The "ease of use" and friendly "pictographs" make this an excellent introductory program for nutritional analysis. A teacher's edition allows the teacher to add foods, update food data or customize nutrient and related health information.</p>	All	all	all
LRDC	<p><i>Food for Life.</i> Myrtle Siebert and Evelyn Kerr. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994.</p> <p>This textbook incorporates the new <i>Canada's Food Guide to Healthy Eating</i> providing up-to-date Canadian information. It provides essential nutrition information for young people assisting them to make food choices that promote a healthy lifestyle. <i>Food for Life</i> explores the food habits, customs and traditions of various cultures in our multicultural society. A teacher resource book offers strategies for the organization, implementation and evaluation of a successful program.</p>	101 102 103 104 105 106	201 203 206 207 208 210 211 213 217	301 302 311 312 314
LRDC	<p><i>Food for Today.</i> (5th edition.) Helen Kowtaluk. New York, NY: Macmillan/McGraw-Hill, 1994.</p> <p>Text is appealing with detailed information, ample high impact color photos, food technology, multicultural diversity, new trends, healthy attitude and trends in eating, recipes, chapter career profiles, earth watch, food/illness/science connections and the global food supply. Chapters contain a review of questions, hands-on activities, critical thinking and decision making/problem solving. The Teacher Resource consists of 10 booklets. A colour transparency package is available. Testmaker software is available in Macintosh and IBM.</p>	101 102	201 to 208 210 to 215 217	301 302 303 310 311 314
LRDC	<p><i>Professional Baking.</i> (2nd edition.) Wayne Gisslen and Mary Ellen Griffin. New York, NY: John Wiley & Sons, 1994.</p> <p>A 377-page text, with commercial sized recipes in US imperial and metric. Presentation includes technical specifics for understanding and performing, illustrations and photos (black & white), chapter terms to review and discussion questions. Format clean, large print, easy to read, well organized. An instructor's manual and study guide are available.</p>		204 205 206	303 304 306 310

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Professional Cooking</i>. (3rd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1995.</p> <p>A 808-page text, with specific food study presenting theory, guidelines and general procedures, commercial sized recipes in US imperial and metric. Each chapter has terms to review, discussion questions and excellent black and white photos of procedures and techniques. An instructor's manual and study guide are available.</p>		204 to 211 217	303 to 308 314

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
ACC	<p><i>Career and Technology Studies: Key Concepts</i>. Edmonton, AB: ACCESS: The Education Station.</p> <p>Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan</i>, <i>Creativity</i>, <i>Electronic Communication</i>, <i>The Ethics Jungle</i>, <i>Go Figure</i>, <i>Innovation</i>, <i>Making Ethical Decisions</i>, <i>Portfolios</i>, <i>Professionalism</i>, <i>Project Planning</i>, <i>Responsibility</i> and <i>Technical Writing</i>.</p>	all	all	all
DNC	<p><i>Eating Edge, The</i>. Mississauga ON: The Ontario Milk Marketing Board, 1992.</p> <p>The manual includes 34 pages of interesting challenges on identifying and analyzing food choices and nutritional adequacy. Includes critiques on advertising, body image and eating disorders and scenarios for problem solving.</p>	101 to 106	201 202 203 212 213	301
BIC	<p><i>Eating for Performance. (Sports Nutrition for the Athletes of Canada.)</i> Gloucester, ON: Sport Medicine and Science Council of Canada/Beef Information Centre, 1991. Video.</p> <p>See Teaching Resources for annotation and module correlation.</p>			
CLV	<p><i>Inside a Meat Processing Plant</i>. Burnaby, BC: Classroom Video, 1994.</p> <p>This 20-minute video shows how a Canadian meat processing plant operates. Topics include: prevention of bacteria in handling meat; the use of additives and preservatives; the role of nitrites in the curing process; the composition of sausages; the value of smokehouse treatment; fat level in ham; vacuum packaging and proper storage of packaged meat products at home.</p>			311
CRF	<p><i>National Sanitation Training Program: HACCP (Hazard Analysis Critical Control Point): Safe Food Handling Techniques</i>. Toronto, ON: Canadian Restaurant and Foodservices Association, 1990. Video.</p> <p>Instruction package (instructors manual, leader's guide, 15-minute video and the Sanitation Code) provides training for safe food handling in Canada's foodservice industry. There are nine lesson plans, 46 sheets for overheads and a quiz and answer key.</p>		215	

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
AHM	<p><i>Art and Science of Culinary Preparation, The: A Culinarian's Manual.</i> Jerald W. Chesser. St. Augustine, FL: The Education Institute of the American Culinary Federation, Inc., 1992. Textbook.</p> <p>The text is organized into five sections: general information, essential knowledge for understanding culinary preparation, hot food preparation, garde manger and baking. Commercial-sized recipes are provided with imperial weights and measures. A metric conversion chart and description are included. An instructor's guide <i>Food Production Principles</i> is available.</p>		204 to 211	303 to 309 312 314
RED	<p><i>Best You Can Be (7-9), The.</i> Debra Buffum and Jackie Carey. Red Deer, AB: Red Deer Regional Health Unit, 1992.</p> <p>This binder is an excellent resource to assist the teacher in addressing the issues of body image, healthy eating and healthy weight at the junior high level. The background information for teachers is complete and concise. The student activities are designed to help students accept what they cannot change while promoting good health through healthy lifestyles.</p>	101 103 104 105 106		
RED	<p><i>Best You Can Be (10-12), The.</i> Debra Buffum and Jackie Carey. Red Deer, AB: Red Deer Regional Health Unit, 1992.</p> <p>This resource in binder format is an excellent resource for curriculum in the Foods area. It approaches the subject of body image through promotion of good health and healthy lifestyles. The teachers' section and the student information articles and suggested activities all focus on promoting self-esteem. Thought-provoking questions, scenarios and activities are all geared to the senior high school student.</p>		201 203 206 208 210 212 214	301 302
AHS	<p><i>Canada's Food Guide to Healthy Eating.</i> Food Guide Facts. Ottawa, ON: Health and Welfare Canada, 1992. Available from your local Board of Health (see pages I.29-I.31).</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Dine Healthy.</i> Amherst, NY.: Dine Systems, Inc., 1994. Curriculum Guide.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Discovering Food & Nutrition.</i> (4th edition.) Helen Kowtaluk. Peoria, IL: Macmillan/McGraw-Hill, 1995. Teacher's Resource Binder.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Food for Life.</i> P. Thompson. Toronto, ON: McGraw-Hill Ryerson Ltd., 1995. Teacher's Resource.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Food for Today.</i> (5th edition.) Helen Kowtaluk. New York, NY: Macmillan/McGraw-Hill, 1994. Teacher's Wraparound Edition; Teacher's Resource Booklets and Colour Transparency Package.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Food for Today</i> (5th edition.) Helen Kowtaluk. New York, NY: Macmillan McGraw-Hill, 1994. Testmaker (IBM Version 4.0 and Macintosh Version 2.0.)</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
AHS	<p><i>Food Guide Facts: Background for Educators and Communicators.</i> Ottawa, On.: Health and Welfare Canada, 1992. Available from your local Board of Health (see pages I.29–I.31).</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Food Production Principles.</i> Jim Purves. Educational Institute of American Hotel & Motel Association, 1993. Instructor's Guide.</p> <p>This guide may be used alone or in conjunction with the same student manual (duplicates the guide) and the text <i>The Art and Science of Culinary Preparation: A Culinarian's Manual</i>. It is a flexible, easy-to-use resource, with 38 chapters covering most CTS modules. It has sample lesson plans with learning objectives, key concepts, review quiz and key, step-by-step review session outline and chapter transparency masters. USDA, US quality grades, degrees Fahrenheit are at minimal use. Great assist for teachers in many disciplines and low prep-time for lessons. It is specific for teacher use, tight, factual, fast-paced, no visual.</p>		204 to 211	303 to 309 312 314
DNC	<p><i>FoodTrack Nutrition System.</i> Vancouver, BC: British Columbia Dairy Foundation, 1988.</p> <p>An interactive nutrition teaching system based on current nutrition recommendations. It is intended for older adolescents and adults</p>		201 203 212 213	301

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Manual of Retail Meat Cutting.</i> Pacific Vocational Institute/B.C. Institute of Technology, 1985.</p> <p>This 220-page manual has been compiled and produced by the British Columbia Institute of Technology and its professional staff in the interests of enhancing knowledge and application in retail meat cutting. It provides information on safety and sanitation; anatomy of meat - beef, pork, variety meats, poultry and seafood; freezer orders; business tips and a glossary of terms. The grading information is out-of-date, so one would have to supplement with current grading classifications.</p>			309
CRF	<p><i>National Sanitation Training Program.</i> Toronto, ON: Canadian Restaurant and Foodservices Association, 1990/92.</p> <p>Instructor's Manual - Canada's Foodservice Industry; Leader's Guide -Safe Food Handling Techniques, Sanitation Code for Canada's Food Service Industry, The.</p> <p>See Support Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Professional Baking.</i> (2nd edition.) Wayne Glessen and Mary Ellen Griffin. New York, NY: John Wiley & Sons, 1994. Instructor's Manual.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Professional Cooking.</i> (3rd Edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1995. Instructor's Manual.</p> <p>See Basic Learning Resources for annotation and module correlation.</p>			
BIC	<p><i>Sports Nutrition for the Athletes of Canada.</i> Gloucester, ON: Sport Medicine and Science Council of Canada, 1991. Workbook for Athletes, Information for Coaches and the <i>Eating for Performance</i> Video.</p> <p>The workbook provides basic information on the components of food that have the most relationship to athletic performance and explains how to use this information in making wise food choices. It includes a copy of Food Track to help athletes plan their food intake. The 24-minute videotape "Eating for Performance" is a motivational four-part video to help athletes make wise food choices at home and on the road. It is based on the above workbook.</p>		201 202 203 213 217	301
SMC	<p><i>Sports Nutrition Resource Manual.</i> Barb Marriage and Heather Schnurr. Gloucester, ON: Alberta Sport Medicine Council, 1992.</p> <p>A detailed compilation of nutrition and nutrient sources and functions; digestion, nutritional needs of athletes with specialized concerns. Some worksheet exercises within, permission to copy. Appendix I & III - update.</p>		201 202 203 213	301

THEME CODE:	FORMAT CODE:	STATUS CODE:	LEVEL CODE:	JUNIOR/SENIOR HIGH CODE:
A. Nutrition	<i>p - Print</i>	<i>B - Basic</i>	1 - Introductory	J - Junior High
B. Preparation & Presentation	<i>v - Video</i>	<i>S - Support</i>	2 - Intermediate	S - Senior High
C. Management	<i>s - Software</i>	<i>T - Teaching</i>	3 - Advanced	

Foods /1.10
(Interim 1994)

JUNIOR/SENIOR HIGH CODE:
J - Junior High
S - Senior High

CSB: 96 06 07

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a Tolerance and Understanding audit and a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
MMC	<i>Discovering Food & Nutrition.</i> (4 th edition.) Helen Kowtaluk. Peoria, IL: Macmillan/McGraw Hill, 1992. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MMC	<i>Food for Today.</i> (5 th edition.) Helen Kowtaluk. Peoria, IL: Macmillan/McGraw-Hill, 1994. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MAG	<i>Light Gourmet, The.</i> Erica Di Ruggiero. Toronto, ON: Paula Salvador with TV Ontario, Heart and Stroke Foundation and the Canadian Cancer Society, 1992. Series of 7 videos (15 programs), Recipe book, Workbook. Choosing healthy satisfying for healthy eating is the focus of this series. The workbook is designed to accompany and complement "The Light Gourmet" and entertaining 13-part television series about healthy shopping, cooking and eating. The series is endorsed by the Heart and Stroke Foundation of Canada and the Canadian Cancer Institute.		201 202 203 206 208 209 to 214	
LRDC	<i>Professional Baking.</i> (2 nd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1994. Study Guide. See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Professional Cooking.</i> (3 rd edition.) Wayne Gisslen. New York, NY: John Wiley & Sons, 1995. Study Guide. See Basic Learning Resources for annotation and module correlation.			

ADDITIONAL SOURCES

Available to Foods teachers, both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources in the community to consider:

TEACHER-LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Sources section.

ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, AB
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain*, 1987

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

Others

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

OTHER GOVERNMENT SOURCES

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied.

ACCESS: The Education Station publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning

Resources Section of this Guide. The videos and accompanying support material can be obtained from:

ACCESS: The Education Station
3720 – 76 Avenue
Edmonton, AB
T5B 2N6
Telephone: 440-7777 (in Edmonton)
1-800-352-8293
(outside Edmonton)

Alberta Agriculture, Food and Rural Development

Print Media Branch
7000 – 113 Street
Edmonton, AB
T6H 5T6

Food Quality Branch
Dairy Processing Section
Provincial Building
Wetaskiwin, AB
T9A 0S7
Telephone: 352-1220
Fax: 352-1236

Agriculture and Agri-Food Canada
Food Production and Inspection Branch
11713 – 82 Street
Edmonton, AB
T5B 2V9
Telephone: 495-5577
Fax: 495-3359

474, 220 – 4 Avenue SE
Calgary, AB
T2G 4X3
Telephone: 292-4327
Fax: 292-6132

102, 3650 – 36 Street NW
Calgary, AB
T2L 2L1
Telephone: 289-7736
Fax: 221-3296

Alberta Health

Environmental Health Services, Area Services Division
14th floor, Jasper Avenue Building
Box 1360, 10025 Jasper Avenue
Edmonton, AB T5J 2N3
Telephone: 427-2643
Fax: 422-9681

Alberta Labour
9940 – 106 Street

Edmonton, AB
T5K 2N2
Telephone: 427-8848

Offices are also in Calgary, Camrose, Edson, Fort McMurray, Grande Prairie, Lethbridge, Medicine Hat, Red Deer and Vermilion.

Alberta Tourism Education Council (ATEC)

12th Floor, Sterling Place
9940 – 106 Street
Edmonton, AB
T5K 2N2
Telephone: 422-0781
Fax: 422-3069

Community Health & Nutrition

Family Health Services
5th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, AB
T5J 3E4

Energy Conservation and Renewable Energy

Western Regional Office
200 – Grandin Park Plaza
22 Winston Churchill Avenue
St. Albert, AB
T8N 1B4

Regional Communications

355, 200 – 4 Avenue SE
Calgary, AB
T2G 4X3

Fisheries and Oceans Canada

9021 – 46 Street
Edmonton, AB
T6B 3B2
Telephone: 495-7023
Fax: 495-7022

102, 2938 – 11 Street NE
Calgary, AB
T2E 7L7
Telephone: 292-5858
Fax: 292-6088

Health Canada

Publications
Public Affairs, Head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, ON
K1A 0K9

Health Protection Branch
840, 9700 Jasper Avenue
Edmonton, AB
T5J 4C3
Telephone: 495-2626
Fax: 495-2624

282, 220 – 4 Avenue SE
Calgary, AB
T2G 4X3
Telephone: 292-4650
Fax: 292-4644

Industry and Science Canada

Consumer Affairs
10225 – 100 Avenue
Edmonton, AB
T5J 0A1
Telephone: 495-2485
Fax: 495-6451

301, 510 – 12 Avenue SW
Calgary, AB
T2R 0H3
Telephone: 292-5604
Fax: 292-6175

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Foods. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1-800-267-7710 (toll-free). Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 495-6412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library
Films and Recordings Department
616 Macleod Trail SE
Calgary, AB
T2G 2M2
Telephone: 260-2781

TV Ontario

2180 Yong Street
Box 200, Station Q
Toronto, Ontario
M4T 2T1
Telephone: (416) 484-2613
Fax: (416) 484-2896
Resource Centres

Urban Resource Centres

Calgary Board of Education
Supervisor, Education Media
3610 - 9 Street SE
Calgary, AB
Telephone: 294-8540
Fax: 287-9739

Calgary Separate School Board
Supervisor, Instructional Materials
1000 - 5 Avenue SW
Calgary, AB
T2P 4T9
Telephone: 246-6663
Fax: 249-3054

County of Strathcona
Director, Learning Resource Service
2001 Sherwood Drive
Sherwood Park, AB
T8A 3W7

Edmonton Public School Board
Learning Resource Consultant
Centre for Education
One Kingsway Avenue
Edmonton, AB
T5H 4G9
Telephone: 429-8320
Fax: 429-8313

Lakeland School District No. 5460
Area Superintendent
Postal Bag 1001
6005 - 50 Avenue
Bonnyville, AB
T9N 2L4
Telephone: 826-3145
Fax: 826-4600

Medicine Hat School District No. 75
IMC Manager
601 - 1 Avenue SW
Medicine Hat, AB
T1A 4Y7
Telephone: 526-1323
Fax: 529-5339

Red Deer Public School Board
Coordinator of Instruction
4747 - 53 Street
Red Deer, AB
T4N 2E6
Telephone: 343-1405
Fax: 347-8190

St. Anthony's Teacher Centre
Supervisor, Curricular Resources
10425 - 84 Avenue
Edmonton, AB
T6E 2H3
Telephone: 439-7356
Fax: 433-0181

Regional Resource Centres

Zone 1

Zone 1 Regional Resource Centre
Film Supervisor
10020 - 101 Street
P.O. Box 6536
Peace River, AB
T8S 1S3
Telephone: 624-3187
Fax: 624-5941

Zones II and III

Central Alberta Media Services (CAMS)
Film Supervisor
182 Sioux Road
Sherwood Park, AB
T8A 3K5
Telephone: 464-5540
Fax: 467-5469

Zone IV

Alberta Central Regional Education Services
(ACRES)
Operations Manager
County of Lacombe
Parkland Regional Library Building
56 Avenue and 53 Street Corner
Box 3220
Lacombe, AB
T0C 1S0
Telephone: 782-5730
Fax: 782-5831

Zone V

South Central Alberta Resource Centre
(SCARC)
c/o County of Wheatland
435 B Hwy #1
Strathmore, AB
T1P 1J4
Telephone: 934-5028
Fax: 934-4889

Zone VI

Southern Alberta Learning Resource Centre
(SALRC), Film Supervisor
Provincial Government Administration
Building
120, 909 Third Avenue N
Box 845
Lethbridge, AB
T1J 3Z8
Telephone: 320-7807
Fax: 320-7817

PROFESSIONAL/INDUSTRY ASSOCIATIONS

Alberta Home Economics Association
Box 4688
Edmonton, AB
T6E 5G5
Telephone: 489-1666

Alberta Hotel Association
401, Centre 104
5241 Calgary Trail South
Edmonton, AB
T6H 5G8

Alberta Registered Dietitians
18104 - 102 Avenue
Edmonton, AB
T5S 1S7

Alberta Teachers' Association
Home Economics Specialist Council
Barnett House
11010 - 142 Street
Edmonton, AB
T5N 2R1
Telephone: 1-800-232-7208

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON
K1P 5H3

The Canadian Federation of Chefs de Cuisine
#202 -738A Bank Street
Ottawa, Ontario
K1S 3V4
Telephone: (613) 563-CHEF
Fax: (613) 563-2317
Toll Free: 1-800-267-2710

Canadian Federation of Chefs de Cuisine,
Edmonton Branch
P.O. Box 1447
Main Post Office
Edmonton, Alberta
T5J 2N5
Telephone: 475-2433

Canadian Restaurant & Food Services Association
316 Bloor Street W
Toronto, Ontario
M5S 1W5
Telephone: (416) 923-8416
Fax: (416) 923-1450
Toll Free: 1-800-387-5649

- Brochures
- Directory of Foodservice courses in Canada
- Career Cafe Video
- Career Ladder
- Foodservice Career facts Booklet
- Scholarships
- Code of Practice on part-time work by high school students

INDUSTRY ORGANIZATIONS

Dairy

Alberta Dairy Association
Box 3452
Leduc, AB
T9E 6M2
Telephone: 387-3559
Fax: 387-5398

Alberta Goat Breeders Association
RR#4
Calmar, AB
T0C 0V0
Telephone: 985-3863

Alberta Milk Producers Society
14904 - 121A Avenue
Edmonton, AB
T5V 1A3
Telephone: 453-5942
Fax: 455-2196

Dairy Nutrition Council of Alberta
14904 - 121 A Avenue
Edmonton, AB
T5V 1A3
Telephone: 453-5942
Fax: 455-2196
Toll-free: 1-800-252-7530

Fruits and Vegetables

Alberta Fresh Vegetable Marketing Board
220E - 12 Street A North
Lethbridge, AB
T1H 2J1
Telephone: 327-0447
Fax: 327-0766

Alberta Greenhouse Growers Association
RR#1
Red Deer, AB
T4N 5E1
Telephone: 347-4714
Fax: 346-6979

Alberta Market Gardeners' Association
c/o ASCHRC, SS#4
Brooks, AB
T1R 1E6
Telephone: 921-2272
Fax: 921-2398

Alberta Vegetable Growers Marketing Board
Box 2273
Taber, AB
T0K 2G0
Telephone: 223-4242
Fax: 223-3130

Fruit Growers Society of Alberta
Box 668
Calmar, AB
T0C 0V0
Telephone: 224-3011
Fax: 224-2096

Potato Growers of Alberta
240, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291-2430
Fax: 291-2641

Grains

Alberta Barley Commission
321, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291-9111
Fax: 291-0190

Alberta Corn Committee
Box 822
Lethbridge, AB
T1J 3Z8
Telephone: 327-4561
Fax: 328-3156

Alberta Soft Wheat Producers Commission
Box 875, 1014 – 3 Avenue N
Lethbridge, AB
T1J 3Z8
Telephone: 380-4189
Fax: 328-6880

Alberta Winter Wheat Producers Commission
1205 Michigan Place S
Lethbridge, AB
T1K 3P4
Telephone: 328-0059
Fax: 328-0969

Oat Producers Association of Alberta
PO Box 1595
Edmonton, AB
T5J 2N9
Telephone: 444-0066

Western Barley Growers Association
232, 2116 – 27 Avenue NE
Calgary, AB
T2E 7A6
Telephone: 291-3630
Fax: 291-9841

Honey

South Peace Honey Ltd.
Box 574
Falher, AB
T0H 1M0
Telephone: 925-2396

Tegert Comb Foundation
Box 904
Fairview, AB
T0H 1L0
Telephone: 835-2115
Fax: 835-2873

Williams Bee Ranch
Box 264
Stavely, AB
T0L 1Z0
Telephone: 549-3999

Willms Honey Producers Ltd.
Box 8
Scandia, AB
T0J 2Z0
Telephone: 362-3951
Fax: 362-8990

Wolfe Honey Co.
Box 92
Falher, AB
T0H 1M0
Telephone: 925-2463

The Alberta Beekeepers Association
16715 – 113 Avenue
Edmonton, AB
T5M 2X2
Telephone: 489-6949
Fax: 489-3041

Meat

Alberta Cattle Commission
216, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 286-7143
Fax: 274-0007

- “A Matter of Fat” is an activity-based educational kit identifying the sources of fat and oils in the diet is available.

Alberta Meat Processors Association
13 – 21215 Wye Road
Sherwood Park, AB
T8G 1C8
Telephone: 922-2170
Fax: 922-2219

Alberta Pork Producers Development Corp.
10319 Princess Elizabeth Avenue
Edmonton, AB
T5G 0Y5
Telephone: 474-8288
Fax: 471-8065

Alberta Sheep and Wool Commission
212, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 295-1988
Fax: 275-8009

Beef Information Centre
215, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 275-5890
Fax: 274-5686

Canada Beef Export Federation
235, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 274-0005
Fax: 274-7275

Canada Pork International
1101, 75 Albert Street
Ottawa, ON
K1P 5E7
Telephone: (613)236-9886
Fax: (613)236-6658

Canadian Cattlemen's Association
215, 6715 – 8 Street NE
Calgary, AB
T2E 7H7
Telephone: 275-8558
Fax: 274-5686

Oilseeds

Alberta Canola Producers Commission
170, 14315 – 118 Avenue
Edmonton, AB
T5L 4S6
Telephone: 452-6487
Fax: 45-6933

Alberta Safflower Growers Association
Box 419
Warner, AB
T0K 2L0
Telephone: 624-2134

Canola Council of Canada
301 – 433 Main Street
Winnipeg, MB
R3B 1B3
Telephone: (204) 982-2100
Fax: (204) 942-1841

Poultry

Alberta Chicken Producers Marketing Board
11826 – 100 Avenue
Edmonton, AB
T5K 0K3
Telephone: 488-2125
Fax: 488-3570

Alberta Egg Producers Board
15, 1915 – 32 Avenue NE
Calgary, AB
T2E 7C8
Telephone: 250-1197
Fax: 291-9216

Alberta Hatching Egg Marketing Board
14815 - 119 Avenue
Edmonton, AB
T5L 2N9
Telephone: 451-5837
Fax: 452-8726

Alberta Turkey Growers Marketing Board
202, 8711A - 50 Street
Edmonton, AB
T6B 1E7
Telephone: 465-5755
Fax: 465-5528

Specialty Crops

Alberta Pulse Growers Commission
Bag Service 47
Lacombe, AB
T0C 1S0
Telephone: 782-7838

Alberta Wild Rice Growers Association
c/o 11708 - 167 Street
Edmonton, AB
T5M 3Z2
Telephone: 455-9909
Fax: 455-0215

Saskatchewan Pulse Crop Development Board
Home Economics Consultants
A5A - 116 - 103 Street East
Saskatoon, Saskatchewan
S7N 1Y7
Telephone: (306) 664-8758 or (306) 652-2691
Fax: (306) 664-4404

Saskatchewan Pulse Crop Development Branch
Box 516
Regina, Saskatchewan
S4P 3A2
Telephone: (306) 781-7475
Fax: (306) 525-4173

Miscellaneous

Alberta Sugar Beet Growers Marketing Board
4900 - 50 Street Box 190
Taber, AB
T0K 2G0
Telephone: 223-1110
Fax: 223-1022

Canada Safeway Ltd.
100, 7612 Fisher Street SE
PO Box 640, Stn M
Calgary, AB
T2P 2J4
Telephone: 258-8866
Fax: 258-8882

CSA
178 Rexdale Blvd.
Toronto, ON
M9W 1R3
Fax: (416)362-0362

Canadian Sugar Institute
10 Bay Street, Suite 620
Toronto, Ontario ..
M5J 2R8
(416) 368-8091
Alberta Special Waste Management Corp.
610, 10909 Jasper Avenue
Edmonton, AB
T5J 3L9
Telephone: 422-5029 or
1-800-272-8873
Fax: 428-9627

Recycling Branch
Telephone: 427-5838

OTHER AGENCIES

Utility Companies

Alberta Power Limited
PO Box 2426
10035 – 105 Street
Edmonton, AB
T5J 2V6
Telephone: 420-7612
Fax: 420-3483

The City of Calgary
Home Economist
PO Box 2100, Stn M
Calgary, AB
T2P 2M5
Telephone: 268-2923

Edmonton Power, Customer Services
Main Floor, Capitol Square
10065 Jasper Avenue
Edmonton, AB
T5J 3B1
Telephone: 448-3015

Canadian Western Natural Gas
909 11 Avenue SW
Calgary, AB
T2R 1L8
Telephone: 245-7110
Fax: 245-7400

DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ACC	ACCESS: The Education Station 3720 – 76 Avenue Edmonton, AB T6B 2N9	(403) 440-7777 Fax: 440-8899 1-800-352-8293
AHM	Educational Institute of American Hotel & Motel Association 1407 South Harrison Road P.O. Box 1240 East Lansing, MI 48826	(517) 353-5500 Fax: 353-5527
BIC	Beef Information Centre 216, 6715 – 8 Street NE Calgary, AB T2E 7H7	(403) 275-5890 Fax: 275-5686
CLV	Classroom Video Unit C 9005 Centaurus Circle Burnaby, B.C. V3J 7N4	(604) 420-3066 1-800-665-4121
CRF	Canadian Restaurant and Foodservices Association 1201, 80 Bloor Street W Toronto, ON M5S 2V1	(416) 923-8416 Fax: 923-1450 1-800-387-5649
DNC	Dairy Nutrition Council of Alberta 14802 – 121A Avenue Edmonton, AB T5V 1A3	(403) 453-5942 Fax: 455-2196 1-800-252-7530
AHS	Alberta Health, Environmental Health Services, Area Services Division 14 th floor, Jasper Avenue Building Box 1360, 10025 Jasper Avenue Edmonton, AB T5J 2N3	(403) 427-2643 Fax: 422-9681
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	(403) 427-2767 Fax: 422-9750

DISTRIBUTOR DIRECTORY (continued)

Code	Distributor/Address	Telephone
MAG	Magic Lantern Communications Ltd. 201 – 6700 #3 Road Richmond, BC V6Y 2C3	(604) 273-811 Fax: 273-8171 1-800-263-1818
MMC	Maxwell Macmillan Canada See LRDC Buyers Guide for Information	
RED	Red Deer Regional Health Unit 2845 Bremner Avenue Red Deer, AB T4R 1S2	(403) 341-2100
SAF	Canada Safeway Ltd. Suite 100, 6712 Fisher Street SE PO Box 640, Station M Calgary, AB T2P 2J4	(403) 258-8866 Fax: 258-8882
SMC	Sport Medicine Council of Alberta 11759 Groat Road Edmonton, AB T5M 3K6	(403) 453-8636 Fax: 422-3093
WIL	John Wiley & Sons Canada Ltd. See LRDC Buyers Guide for Information	

FOODS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

(INTERIM, 1996)

TABLE OF CONTENTS

A student learning guide presents information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

The student learning guides included in this section are organized as follows:

- Why take this module?
- What do you need to know before you start?
- What will you know and be able to do when you finish?
- When should your work be done?
- How will your mark for this module be determined?
- Which resources may you use?
- Activities/Worksheets

A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

SAMPLE STUDENT LEARNING GUIDES

Food Basics (FOD101).....	J.1
Fast Foods and Convenience Foods (FOD105).....	J.7
Food Venture (FOD216)	J.13

FOODS

Food Basics (FOD101)

TAKE THIS MODULE?

Here you begin your adventure into Foods.

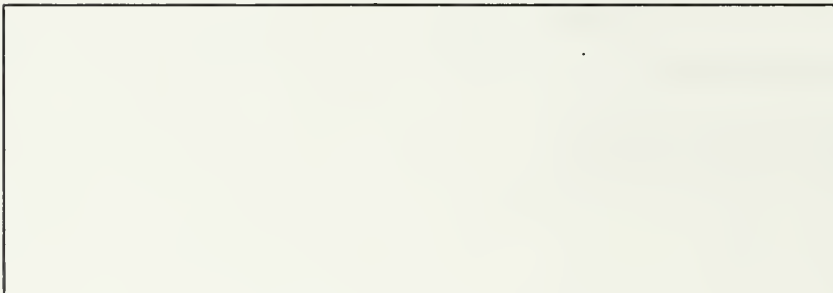
- Taste gourmet delights you prepare while learning the basics of successful cooking and the benefits of healthy food choices.
- As you gain confidence in your cooking, you can share your results with family and friends.
- Knowledge gained here can enhance your daily living skills and may open doors to career opportunities.

DO YOU NEED TO KNOW BEFORE YOU START?

- No previous experience is required for this module.
- Enthusiasm and a willingness to learn will ensure success.

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Analyze *Canada's Food Guide to Healthy Eating* as the basis for food choices
- Demonstrate an understanding of:
 - food safety
 - safe handling of tools and equipment
- Demonstrate working knowledge of a food preparation facility
- Apply knowledge and management skills in the planning, preparation and evaluation of basic foods
- demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written assignments and tests	20%
<ul style="list-style-type: none">• Practical experiences	60%
<ul style="list-style-type: none">• Career/Portfolio	20%

RESOURCES MAY YOU USE?

- *The Best You Can Be* - Red Deer Regional Health Unit
- *Canada's Food Guide to Healthy Eating*
- *Discovering Food* - Maxwell Macmillan Canada
- *The Eating Edge*
- *Food Focus, Nutritional Analysis Program*
- *Food for Today* - Maxwell Macmillan Canada
- Various Safeway Publications - Canada Safeway Ltd.
- Videos and teacher resources.

Food Basics (FOD101)

1. Read the following activities and with the help of your teacher, fill in your **calendar** indicating when you will complete each activity.
2. Read the information on kitchen safety (texts and local resources), and/or view a film to **complete** on of the following:
 - design a safety poster to display on bulletin board
OR
 - prepare ten true/false test questions and give the safe solution for the false questions
OR
 - complete the safety worksheet found in the files.
3. Prepare a **demonstration** (or arrange a guest speaker; e.g., school nurse) showing the first-aid treatment required for one of the following:
 - burn
 - cut
 - choking on food
 - electric shock
 - poison (four types).

Bonus

Complete the "Home Safety Checklist" in your home and have a parent sign it. And/or Write a paragraph describing a personal experience involving a kitchen accident. Be sure you include how it happened, the steps taken at the time of the accident and how a reoccurrence could be avoided.

4. Discuss hazardous products symbols. Find examples around the room and complete the "Hazardous Products Symbols" **worksheet**. (Micro-organisms and hazardous products may be taught in science - check previous knowledge in this area.)
5. Study the information on safe food handling and plan safe, nutritious **bag lunches** for one week.
6. **Write a Safety Test**. If you receive less than 80%, redo the test. If you receive 80 – 100%, hand in your test with all corrections made in red.
7. **Prepare food** to illustrate your knowledge of safety; e.g., blender drink and nachos or one of the bag lunches planned in Activity No. 5. Write down the safe kitchen practices used. Deduct the cost of food preparation from your budgeted amount of money for this unit. Be sure to complete the student self-evaluation of this lab activity.

FOODS

Food Basics (FOD101)

8. Write a short factual **report** (50 - 100 words) from personal experience or research on the consequences of not practising hygienic routines causing:
 - food-borne illness, or
 - loss of job, or
 - business closure.
9. Watch a **teacher demonstration** (e.g., quickbread) and make a special note of:
 - personal and equipment hygiene
 - kitchen and lab routines
 - measuring techniques
 - reading a recipe
 - clean-up procedures.

(You may be assigned a map of your kitchen or lab facility to complete, a worksheet on measuring and/or an assignment on names and uses of kitchen equipment.) A game is a good way to review the location and names of equipment in the kitchen.
10. Plan and **prepare** muffins demonstrating your knowledge of the skills demonstrated. Complete all banking procedures and a self-evaluation.
11. Pick up your copy *Canada's Food Guide to Healthy Eating* and be prepared to lead a class discussion on one of the facts in this guide. (See your teacher for your assignment.)
12. Record everything you ate for one day and complete an **analysis of one day's food intake**. Indicate the food group to which each food item belongs. Were you short any servings? How will you improve your daily food intake? What influences does the food you eat have on your appearance, your athletic ability and your mental alertness?
13. **Plan and prepare** food from all four food groups. This activity may be scheduled for two, three or four labs depending on time available. Be sure to complete banking procedures and self-evaluations at the conclusion of each preparation.

Bonus

Choose a recipe to prepare and indicate the changes you will make to improve the nutritional value of the product. This could be completed at home or at school. See your teacher for details.

14. In consultation with your teacher, decide on an ongoing **personal project**, which you will continue throughout the Foods modules. Some ideas include:
 - a portfolio of journal
 - an analysis of your own food habits
 - determine ways to reduce waste in food preparation
 - explore food-related career interests by job shadowing or work experience
 - sample as many foods from other cultures as possible
 - enter all your favourite recipes on your home computer
 - student suggestion - must be approved by teacher.
15. Complete your **Reflective Log** at the conclusion of this module.

FOODS

Fast Foods and Convenience Foods (FOD105)

TAKE THIS MODULE?

- Our current fast-paced lifestyle, combined with concerns for a healthy lifestyle, make this module a “must”.
- Discover how easy and economical it is to prepare your own fast food delights.
- Learn some tips for using the information on food labels to help you choose foods for healthy living.
- The skills learned in this module may be applied to everyday living and career choices.

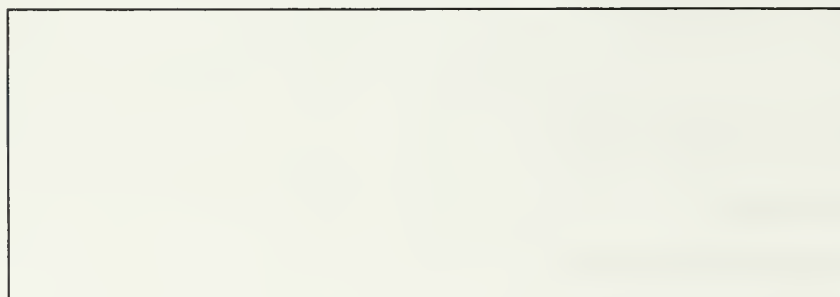
DO YOU NEED TO KNOW BEFORE YOU START?

To work successfully in this module, you must already be able to:

- work in a safe, sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.

Fast Foods and Convenience Foods (FOD105)**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Discuss the variety and availability of fast foods and convenience foods
- Analyze decisions and evaluate food choices relating to fast foods and convenience foods
- Prepare various fast foods and simple convenience foods
- Assess in the context of fast foods and convenience foods the components of personal adaptability that may be significant for career choices.
- demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?

FOODS

Fast Foods and Convenience Foods (FOD105)

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written assignments and tests	40%
<ul style="list-style-type: none">• Practical experiences	50%
<ul style="list-style-type: none">• Career/Portfolio	10%

RESOURCES MAY YOU USE?

- Films, *Fast Food, Fast Food Caper*
- *Canada's Food Guide to Healthy Eating and Using Food Labels* - Health and Welfare Canada
- *Discovering Food* - Maxwell Macmillan Canada
- *Fat Budgeting* - Canada Safeway Ltd.
- *Food Focus, Nutritional Analysis Program*
- *Nutrition Labels* - Canada Safeway Ltd.

Fast Foods and Convenience Foods (FOD105)

To demonstrate that you are ready to begin this module, complete either Activity 1 or Activity 2.

Activity 1:

- Show the teacher your journal or portfolio from the Food Basics module, showing you have the entry-level competencies.

Activity 2:

- Do a Safety Test
- With your partner(s), do **one** of the following:
 - a. Make up a video of yourselves preparing one of the quickbread recipes provided. Use appropriate equipment and proper techniques for sanitation, mixing, measuring and clean-up.
OR
 - b. Do the same activity as above but demonstrate live.
OR
 - c. Describe the above techniques on paper, mentioning all the points covered in "a."
- Complete a worksheet on *Canada's Food Guide to Healthy Eating*.

1. Complete your calendar with suggested time lines.

2. View the film *Fast Food* or *Fast Food Capers* and complete the worksheet.

OR

Visit a fast food outlet. Prior to your visit, look over the worksheet you must complete so that you know what information to obtain from the visit. Fill in the worksheet and be prepared to present your findings to the class. (Consider using a video to record your visit for the class report.)

3. Plan and prepare your own fast food. Choose a fast food that is similar to one you would obtain from a fast food outlet. Compare these "homemade" fast foods with those purchased in a restaurant, considering cost, time spent, energy costs, convenience, flavour and a chance to be creative. Complete all self-evaluation and banking procedures.

4. As a class (or group) list various examples of convenience foods. Put a * beside any your family uses frequently at home. Put a \$ beside any your family makes from scratch. Answer the activity sheet "Saving Time in Meal Preparation - Convenience Foods".

5. Observe a teacher demonstration. Compare each of the products using the chart provided.

6. Choose one convenience food item (teacher approval necessary) and prepare this food from scratch, from a mix and from a partially prepared mix. **SAVE YOUR CONTAINERS, BOXES OR CANS FOR FUTURE ACTIVITY.** Be sure to complete a self-evaluation of your preparations and complete all banking. Evaluate each item prepared and a similar prepared item on Chart A. Thoughtfully answer questions.

FOODS

Fast Foods and Convenience Foods (FOD105)

7. Another use for convenience foods, rather than using them just as they are, is to use them in a recipe. Often this is a compromise that pleases the person who likes the homemade touch but hasn't time to do the whole recipe from scratch. Prepare and evaluate a different recipe that uses a convenience food in it to shorten the recipe. Complete your self-evaluation and banking.

Bonus

Another way of taking advantage of convenience foods is to use homemade mixes. Obtain the "Easy Mixes" and select a homemade mix to prepare. Make one recipe from the mix and one variation of it. Store the remainder of the mix and when appropriate in the future, use it for a meal or project. Complete your self-evaluation and banking.

8. Read the handout "Food Labels". Using the package labels from the products your group prepared in the previous Activity No. 6, complete worksheet "Food Labeling". Thoughtfully answer the questions.
9. Write a report (50 - 100 words) on the possible impact on the environment of using the different products your group produced. Consider the following:
- packaging for each
 - energy required to produce the convenience item
 - energy required for you to produce or finish the product.

Bonus

Food Additives

Define food additives.

Are food additives a new concept for modern convenience foods? Explain. Why are additives used in food?

Using the package from the convenience food you prepared earlier, find out what additives are and what they do in the food.

10. Research three possible careers that you might like to pursue should you consider a job in the fast food industry.
11. Give a brief description of what each of the three jobs might entail.
12. Look in the classified section of your newspaper and find three advertisements for jobs related to the fast food industry. Cut them out and attach them to a sheet of paper so they can be handed in for marking.
13. Add to your ongoing personal project (e.g., journal or portfolio), which you started in Food Basics.
14. Complete your Reflection Log for this module and hand it in.

TAKE THIS MODULE?

- Learn entrepreneurship as you test your cooking skills in the marketplace.
- Tempt your friends, school staff and/or community with your culinary expertise.
- Survey the clients, choose a product, plan and prepare your food, and advertise, sell and analyze the success of your venture.
- Have fun as you enter the world of small business and gain valuable experience in food service.

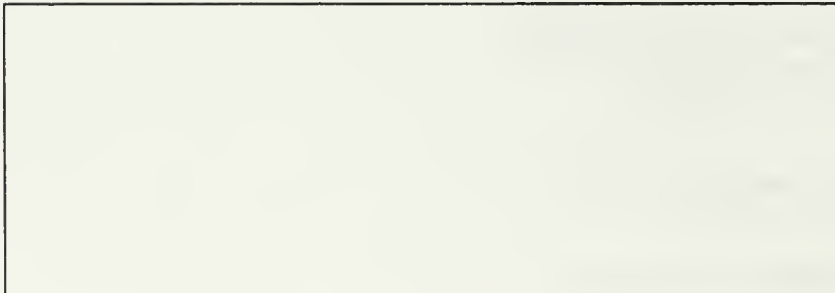
DO YOU NEED TO KNOW BEFORE YOU START?

To work successfully in this module, you must already be able to:

- work in a safe and sanitary fashion in the kitchen
- apply knowledge and management skills to food preparation
- use *Canada's Food Guide to Healthy Eating* when choosing food.

Food Venture (FOD216)**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

- Establish, operate and evaluate a food venture
- Develop skills, knowledge and attitudes for preparation and service of appropriate foods for an identified clientele
- Assess in the context of food venture the components of personal adaptability that may be significant for career choices.
- demonstrate basic competencies.

SHOULD YOUR WORK BE DONE?

WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Written assignments and tests• Practical experiences• Career/Portfolio	<p>40%</p> <p>50%</p> <p>10%</p>

RESOURCES MAY YOU USE?

- *Canada's Food Guide to Healthy Eating*
- *Food for Today* - Maxwell Macmillan Canada
- SNAP - Safeway's Nutrition Program
- *Sports Nutrition for the Athletes of Canada* - Beef Information Centre
- Modules in Enterprise & Innovation.

To demonstrate that you are ready to begin this module:

- Complete a pre-test on safety, sanitation and safe food handling. If you receive less than 80%, review the material and rewrite the test. If you receive 80 - 99%, hand in test with errors corrected in red.
1. Read the following activities and complete your calendar. This must be approved by the teacher.
 2. Interview three people who work in the food service industry (e.g., personnel for school cafeteria, community/church groups, catering company/community restaurants, fast food outlets, lemonade stand) to determine marketing procedures, assembly-line preparation and commercial sanitary standards. Report your findings to the class.

Food Venture (FOD216)

3. Brainstorm ideas for your food venture; e.g., school cafeteria, parent/teacher interviews, staff luncheon, school events such as tea and fashion show, dinner theatre, school breakfast, breakfast, snacks for ECS, community/church event.
4. Conduct a market survey giving the participants a choice of ten foods you are considering preparing. The survey should include:
 - a cross section of the market (male/female, grades, staff, etc.)
 - a variety of foods (drinks, snacks, salads, fast foods, baked goods).

Analyze this survey to determine your choice of product.

5. With your group, name the company under which your product will be marketed.
6. Write out the chosen recipe(s) and determine unit cost.
7. Planning is all important. Complete the following:
 - a detailed time plan – When will the product be prepared? Who will be responsible for each step?
 - equipment required
 - cooking procedures – Do you know how to prepare this item? Should you practise?
 - portion sizes – How will this be controlled?
 - market orders – Who will purchase?
 - presentation; e.g., garnishes, utensils, serving dishes, wraps
 - in class or in the cafeteria, practise assembly-line preparation for sandwiches, salads and desserts. Write out a detailed description of the assembly line necessary for your product(s). Who will be responsible for each step?
 - clean-up responsibilities.
8. Marketing will be the key to the success of your venture. Be innovative.
 - How will you advertise? e.g., posters, P.A. announcements, flyers, free samples (include in the price)
 - When will you advertise?
 - Who will be responsible for the advertising?
 - What should you include? e.g., date, product, cost, location of sale, name of company, location and date of ticket sales (if necessary).
9. Decide on how and when you will set up the marketing centre:
 - to keep hot foods hot and cold foods cold
 - for an efficient assembly line
 - cash centre (including an appropriate float).
10. At the conclusion of your venture, analyze your successes and failures:
 - profit (if applicable)
 - product - good choice or not? - preparation, presentation, timing
 - marketing strategies - What was the most successful type of advertising? Where did it fail?
 - was safety and sanitation a major consideration throughout the production and sale of your product(s)?
 - What alternatives would you suggest for you or for others as they enter into Food Ventures?

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